

# ICKNIELD WALK FIRST SCHOOL MUSIC INTENT AND PROGRESSION

## **Music Intent Statement:**

At Icknield Walk First School we value music as an integral part of the children's entitlement to a broad and balanced curriculum. Music occupies a unique place in the school curriculum in that it is a truly inclusive and accessible subject which develops children physically, mentally, socially and spiritually. It is able to impact upon every other area of the curriculum and to enrich life within the school and outside it.

All children at Icknield Walk First School are musicians and are given opportunities to explore their understanding and enjoyment of Music through a highly practical curriculum.

## **Subject Overview (What it looks like at Icknield Walk First School)**

In Foundation Stage Music is taught by the class teachers, it is incorporated into the learning throughout the day. It is covered as part of three main areas of learning:

	Nursery focus	Reception
Communication and Language	<ul style="list-style-type: none"><li>• Sing a large repertoire of songs and rhymes.</li></ul>	<ul style="list-style-type: none"><li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li><li>• Learn rhymes, poems and songs.</li></ul>
Physical development	<ul style="list-style-type: none"><li>• Use large-muscle movements to wave flags and streamers, in response to music.</li></ul>	<ul style="list-style-type: none"><li>• Combine different movements with ease and fluency.</li></ul>
Expressive Arts and Design	<ul style="list-style-type: none"><li>• Listen with increased attention to sounds.</li><li>• Respond to what they have heard, expressing their thoughts and feelings.</li><li>• Remember and sing entire songs.</li><li>• Sing the pitch of a tone sung by another person ('pitch match').</li><li>• Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li><li>• Create their own songs, or improvise a song around one they know.</li><li>• Play instruments with increasing control to express their feelings and ideas.</li></ul>	<ul style="list-style-type: none"><li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li><li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li><li>• Create collaboratively sharing ideas, resources and skills.</li><li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li><li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li><li>• Explore and engage in music making and dance, performing solo or in groups.</li></ul>

Music in KS1 and KS2 is taught as a discrete subject by a Music Specialist. Where possible music lessons are linked to the class topic. Class teachers also incorporate Music into their day to day teaching.

	AUTUMN	SPRING	SUMMER
YEAR 1	i) Ourselves-Exploring Sounds (Unit 1) ii) Number – Beat (Unit 2)	i) Machines – Beat (Unit 5) ii) Seasons – Pitch (Unit 6)	i) Storytime – Exploring Sounds (Unit 9) ii) Our Bodies – Beat (Unit 10)
	Christmas Production	i) Animals – Pitch (Unit 3) ii) Weather – Exploring sounds (Unit 4)	i) Water – Pitch (Unit 12) ii) Travel – Performance (Unit 11)
YEAR 2	i) Weather – Exploring Sounds (Unit 9) ii) Water – Pitch (Unit 11)	i) Ourselves – Exploring Sounds (Unit 1) ii) Travel –Performance (Unit 12)	ICT/RECORDER
	Christmas Production	i) Toys – Beat (Unit 2) ii) Our Land – Exploring Sounds (Unit 3)	ICT/RECORDER
YEAR 3	i) Time –Beat (Unit 6) ii) In the Past – Pitch (Unit 7)	i) Human Body – Structure (Unit 9) ii) Food and Drink – Performance (Unit 12)	i) Building- Beat (Unit 2) ii) Playground Songs – Exploring our Voices
	Christmas Production	i) Sounds – Exploring Sounds (Unit 3) ii) Environment – Composition (Unit 1)	i) Poetry – Performance (Unit 4) ii) Communication – Composition (Unit 8)
YEAR 4	i) Poetry-performance (Unit 1) ii) Environment – Composition (Unit 2)	i) Pitch – Pentatonic melodies ii) Youth Makes Music	i) Sounds – Exploring Sounds (Unit 3) ii) Ancient World (Year 3 Unit 11) - Structure

	Christmas Production	i) Communication – Composition (Unit 9) ii) Building – Beat (Unit 5)	End of Year Production
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National Curriculum Expectations	
KS1	KS2(Lower KS2 only at Icknield)
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use their voice expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• play tuned and un-tuned instruments musically</li> <li>• experiment with, create, select and combine sounds using the inter-related dimensions of music</li> <li>• listen with concentration and understanding to a range of high quality live and recorded music</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• appreciate and understand a wide range of high quality music drawn from different traditions and from great composers and musicians</li> <li>• develop an understanding of the history of music.</li> </ul>

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>
<b>Singing</b>	<p>Sing a song with contrasting high and low melodies (Unit 3)</p> <p>Control vocal dynamics, duration and timbre (Unit 4)</p> <p>Sing a song together as a group (All Units)</p> <p>Combine voices and movement to perform a chant and a song (Unit 11)</p> <p>Use voices to create descriptive sounds (Unit 12)</p>	<p>Sing with expression, paying attention to the pitch shape of the melody (All Units)</p> <p>Understand pitch through singing, movement, and note names (Unit 11)</p> <p>Prepare and improve a performance using movement, voice and percussion (Unit 12)</p>	<p>Sing in two-part harmony (Unit 1)</p> <p>Copy and create a wide range of vocal sounds to incorporate into a song (Unit 8)</p> <p>Sing in two parts (two different melodies) with movements and percussion (Unit 9)</p> <p>Perform a round in three parts (Singing Assembly)</p>	<p>Perform a poem as an ensemble with rhythmic accuracy to a steady beat (Unit 1)</p> <p>Use beatbox techniques to imitate the sound of a drum kit (Units 1 &amp; 3)</p> <p>Learn to sing partner songs (Unit 3)</p> <p>Combine singing, playing and dancing in a performance (Leavers Production)</p>
<b>Playing Instruments</b>	<p>Identify and keep a steady beat using instruments (Unit 2)</p> <p>Explore and control dynamics, duration, and timbre with instruments (Unit 4)</p> <p>Play percussion instruments at different speeds (tempi) (Unit 5)</p> <p>Play and control changes in tempo (Unit 5)</p> <p>Explore sounds on instruments and find different ways to vary their sound (Unit 4)</p> <p>Use instruments to create descriptive sounds (Unit 12)</p> <p>Play fast, slow, loud, and quiet sounds on percussion instruments (Unit 9)</p>	<p>Listen to and repeat rhythmic patterns on body percussion and instruments (Recorder Unit)</p> <p>Play pitch lines on tuned percussion (Unit 9)</p> <p>Accompany a song with vocal, body percussion and instrumental ostinati (Unit 12)</p> <p>Use instruments expressively in response to visual stimuli (Unit 12)</p>	<p>Accompany a song with a melodic ostinato on tuned percussion (Unit 1)</p> <p>Perform a song with tuned and untuned accompaniment (Unit 1)</p> <p>Perform rhythmic ostinati individually and in combination (Unit 6)</p> <p>Understand and use pitch notations (Unit 7)</p> <p>Read simple rhythm notation (Unit 7)</p> <p>Create and perform from a symbol score (Unit 8)</p>	<p>Combine four body percussion ostinati as a song accompaniment (Unit 5)</p> <p>Play a pentatonic song with leaps in pitch on tuned percussion (Pentatonic Unit)</p> <p>Perform Ostinato on Tuned Instruments (Unit 11 Year 3)</p>
<b>Exploring/Improvising</b>	<p>Improvise descriptive music (Unit 4)</p> <p>Respond to music through movement (Unit 4)</p> <p>Create a soundscape using instruments (Unit 7)</p> <p>Explore different sound sources and materials (Unit 7)</p> <p>Explore sounds on instruments and find different ways to vary their sound (Unit 4)</p>	<p>Explore timbre and texture to understand how sounds can be descriptive (Unit 3)</p> <p>Explore voices to create descriptive musical effects (Unit 1)</p> <p>Explore different ways to organise music (ICT Unit)</p>	<p>Improvise descriptive music (Unit 4)</p> <p>Improvise to an ostinato accompaniment (Unit 6)</p> <p>Explore simple accompaniments using beat and rhythm patterns (Unit 12)</p>	<p>Improvise melodies with a given set of five notes (a pentatonic scale) (Unit 5)</p> <p>Explore tuned and untuned percussion to create soothing repetitive music (Unit 11 YEAR 3)</p>

<b>Composing</b>	<p>Invent and perform new rhythms to a steady beat (Unit 10)</p> <p>Create, play and combine simple word rhythms (Unit 11)</p> <p>Create a picture in sound (Unit 12)</p>	<p>Compose music to illustrate a story (Unit 9)</p> <p>Perform and create simple pieces using ICT (ICT Unit)</p>	<p>Select descriptive sounds to accompany a poem (Unit 1)</p> <p>Choose different timbres to make an accompaniment (Unit 1)</p> <p>Make choices about musical structure (Unit 2)</p> <p>Create and perform from a symbol score (Unit 8)</p> <p>Use a score and combine sounds to create different musical textures (Unit 12)</p>	<p>Compose an introduction for a song (Unit 2)</p> <p>Compose pentatonic melodies (Pentatonic Unit)</p> <p>Compose a rap (Unit 9)</p>
<b>Listening</b>	<p>Recognise and respond to changes in tempo in music (Unit 2)</p> <p>Identify changes in pitch and respond to them with movement (Unit 6)</p> <p>Understand how music can tell a story (Unit 9)</p> <p>Understand musical structure by listening and responding through movement (Unit 12)</p>	<p>Match descriptive sounds to images (Unit 3)</p> <p>Listen to and repeat back rhythmic patterns on instruments and body percussion (Recorder Unit)</p>	<p>Listen to and learn about Hindustani classical music (Unit 3)</p> <p>Learn how sounds are produced and how instruments are classified (Unit 3)</p> <p>Listen to and learn about a Romantic piece of music (Unit 6)</p> <p>Listen to and learn about a medieval antiphon (Unit 7)</p> <p>Listen to, learn about, play and dance to Tudor dance music (Unit 7)</p>	<p>Understand how rhythmic articulation affects musical phrasing (Unit 1)</p> <p>Explore the descriptive music of two famous composers of the 20th and 21st century (Unit 2)</p> <p>Listen to and learn about 1940s dance band music (Unit 3)</p> <p>Copy rhythms and a short melody (Unit 9)</p>
<b>Appraising</b>	<p>Identify a sequence of sounds (structure) in a piece of music (Unit 4)</p> <p>Listen in detail to a piece of orchestral music (e.g. identify instruments) (Unit 6)</p> <p>Identify a repeated rhythm pattern (Unit 10)</p>	<p>Identify ways of producing sounds (e.g. shake, strike, pluck) (Unit 3)</p> <p>Identify rising and falling pitch (Unit 11)</p> <p>Listen in detail to a piece of orchestral music (e.g. identify how it depicts a season) (Unit 9)</p> <p>Use simple musical vocabulary to describe music (Unit 12)</p> <p>Listen, describe and respond to contemporary orchestral music (Unit 12)</p>	<p>Identify the metre in a piece of music (Unit 6)</p> <p>Recognise rhythm patterns in staff notation (Unit 6)</p> <p>Recognise pitch shapes (Unit 7)</p>	<p>Identify different instrument groups from a recording (Unit 3)</p> <p>Describe the structure of a piece of orchestral music (Unit 5)</p> <p>Develop listening skills by analysing and comparing music from different traditions (Singing Assembly)</p>