

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)

Music at 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.

EYFS – music is taught by the class teachers. It is linked closely to class topics. (See EYFS planning)

	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) Singing French- Pitch (Unit 10)	i) Poetry – Performance (Unit 4) ii) Communication – Composition (Unit 8)
YEAR 4	Ukulele- An introduction to playing	i) Environment – Composition (Unit 2) ii) Pitch – Pentatonic melodies	i) Sounds – Exploring Sounds (Unit 3) ii) Ancient World (Year 3 Unit 11) - Structure
	Christmas Production	i) Animals – Composition ii) Building – Beat (Unit 5)	End of Year Production

EYF5-Related Early Learning Goals

Expressive arts and design: Exploring and using media and materials

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

Expressive arts and design: Being Imaginative

- Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.
- They represent their own ideas, thoughts and feelings through music and dance.

National Curriculum Expectations

KS1

Pupils should be taught to:

KS2 (Lower KS2 only at Icknield)

Pupils should be taught to:

<ul style="list-style-type: none"> • use their voice expressively and creatively by singing songs and speaking chants and rhymes • play tuned and un-tuned instruments musically • experiment with, create, select and combine sounds using the inter-related dimensions of music • listen with concentration and understanding to a range of high quality live and recorded music 	<ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • 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 • appreciate and understand a wide range of high quality music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music.
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End of EYFS Skills	
Expressive arts and design: Exploring and using media and materials	Expressive arts and design: Being Imaginative
Children sing songs, make music and dance, and experiment with ways of changing them.	Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through music and dance.

	Progression of Skills			
	Year 1	Year 2	Year 3	Year 4
Singing	Sing a song with contrasting high and low melodies (Unit 3/6) Control vocal dynamics, duration and timbre (Unit 1/4)	Sing with expression, paying attention to the pitch shape of the melody (All Units) Understand pitch through singing, movement, and note	Sing in two-part harmony (Unit 8) Copy and create a wide range of vocal sounds to incorporate into a song (Unit 8)	Use beatbox techniques to imitate the sound of a drum kit (Units 1 & 3) Learn to sing partner songs (Unit 3)

	<p>Sing a song together as a group (All Units)</p> <p>Combine voices and movement to perform a chant and a song (Unit 5)</p> <p>Use voices to create descriptive sounds (Unit 9/11)</p>	<p>names (Unit 11)</p> <p>Prepare and improve a performance using movement, voice and percussion (Unit 12)</p>	<p>Perform a poem as an ensemble with rhythmic accuracy to a steady beat (Unit 4)</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>Sing songs in French (Unit 10)</p>	<p>Sings songs with a larger range of notes with increased accuracy. (All units)</p> <p>Combine singing, playing and dancing in a performance (Leavers Production)</p>
Playing Instruments	<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 6)</p> <p>Perform a song with tuned and untuned accompaniment (Unit 8)</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> <p>Play a tuned instrument in ensemble with some awareness of notation (Ukulele unit)</p>
Exploring/Improvising	<p>Improvise descriptive music (Unit 4)</p> <p>Respond to music through movement (Unit 4)</p> <p>Create a soundscape using instruments. (Unit 9)</p> <p>Explore different sound sources and materials. (Unit 9)</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>
Composing	<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 4)</p> <p>Choose different timbres to make an accompaniment (Unit 4)</p> <p>Make choices about musical structure (Unit 2)</p>	<p>Compose an introduction for a song (Unit 2)</p> <p>Compose pentatonic melodies (Pentatonic Unit)</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>	
Listening	<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>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>
Appraising	<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>