



Curriculum Synopsis: Music



EYFS

Music in the EYFS develops skills in 3 areas of learning: communication and language (ELG 1 - listening, attention and understanding), physical development (ELG 6 - gross motor skills), as well as expressive arts and design (ELG 17 - being imaginative and expressive).

Nursery rhymes and singing underpin much of the practise in the EYFS and children build a large repertoire of songs from their time in nursery and throughout reception too. Singing and rhythmic activities build children's listening and attention skills and from an early age in nursery, children join in with rhythms, match pitch and continue melodies. Children explore instruments through play and investigate the types of sounds that different instruments and objects make. Children distinguish between the sounds that different instruments make and begin to use different instruments to make specific sounds for different purposes when telling stories; e.g banging a drum to represent the footprints of a giant in a story.

Children develop their confidence to express themselves to music and to combine movements in creative ways. Children perform and make music and movements and work together with their peers to do this, sharing ideas and collaborating.

In Autumn 2, nursery and reception perform songs and movements to music for their Christmas performances. Children learn topic-related songs throughout the year. They explore instruments as part of phonics and music lessons in reception, developing an early understanding of rhythm, pitch, tempo, volume and melody.

Yr 1

In Autumn 1 the children explore sounds and beat through the topics 'Ourselves' and 'Number'. The children develop a sense of steady beat through using movement, body percussion and instruments. In **Autumn 2** through the units 'Animals' and 'Weather' the children will be focus on pitch and exploration of sounds. They identify contrasts of high and low pitches and create animal chant sounds and sequences using instruments. In **Spring 1** the children will learn about beat through the units 'Machines' and 'Seasons'. They combine steady beat with word rhythms and explore changes in tempo. In **Spring 2** the children will be exploring sounds and beat in the units, 'Our school' and 'Pattern'. They investigate ways to produce and record sounds, using IT to stimulate musical ideas. The children develop an understanding of metre - groups of steady beat. In Summer 1, the children explore sounds and beat in the units 'Story time' and 'Our Bodies'. The learn how music can be used to tell a story, which leads to a performance. In **Summer 2** the children will be exploring performance and pitch in the units 'Travel' and 'Water'. They develop a performance with different vocal pitch.

Yr 2

In **Autumn 1** the children focus exploring sounds and beat through the topics 'Ourselves' and 'Bodies'. They create and notate vocal sounds, building to a performance. The children will also develop a sense of steady beat through using their own bodies. In **Autumn 2** the focus is on beat through 'Number' and 'Pattern'. Using simple notations, the children play, create and combine minibeast rhythms using body percussion and instruments.

In **Spring 1** the children will explore performance and sounds through the topics 'Travel' and 'Land'. They listen to an orchestral piece and improvise their own descriptive 'theme park' music. The children explore timbre and texture as they explore descriptive sounds. In **Spring 2** the children will explore sounds and pitch through 'Weather' and 'Animals'. They create descriptive sounds and word rhythms with raps and songs about weather. They create a descriptive class composition using voices and instruments. They interpret pitch line notation using voices and tuned instruments. In

In **Summer 1** the children move on to explore beat and sounds through the topics 'Toys' and 'Story time'. The children learn to control changing tempos. The children are also introduced to famous pieces to stimulate composition. In **Summer 2** the children will explore pitch through 'Water' and 'Seasons'. The children sing and play a variety of pitch shapes, using movement and ready from scores.



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Yr 3

In **Autumn 1**, the musical focus is composition. Through the unit 'Environment' children explore songs and poems about places. They create accompaniments and sound pictures to reflect sounds in their local environment. This leads into the next unit where the musical focus is beat through the 'Building' unit. The sights and sounds of a building site provide the inspiration for exploring and creating rhythms. The children play games, sing and compose music to build into a performance. In Autumn 2, the children focus on the musical element pitch through the unit 'China'. The children explore the pentatonic scale and ways of notating pitch. They listen to traditional Chinese music, sing, read and compose music, ending in a musical celebration of Chinese New Year.

In the Spring 1, the children develop their understanding of beat, metre and rhythm. The 'Time' unit combines melodic and rhythmic patterns, and uses staff notation as part of a final performance.

In the second half of the Spring term 'In the past' unit the musical element of pitch is developed. The origins of pitch notations are introduced as the children make hand signals and compose three-note melodies.

In Summer 1, through the 'Ancient Worlds' unit the children celebrate the achievements of the 'Amazing Egyptians' and explore 20th century minimalist music inspired by the age of Akhenaten. They develop the musical element of structure as they arrange and perform a layered pyramid structure. In Summer 2, children learn to make music inspired by technology and computing. They explore and compose sounds for earcons, emoticons, mobile phone ringtones, computer games and apps. They finished the year exploring the musical element structure through the 'Human Body' unit. Skeleton dances and songs teach the children about the human body. Percussion instruments are used to improvise, create word rhythms, and build a final skeleton dance.

Yr 4

Children in Year 4 the children learn to play an instrument. The sessions are delivered by specially trained teachers from the Derbyshire Music Education Hub. At Lakeside we are currently learning to play different types of drums and percussion instruments, including Djembe (African drums) and Samba Band. They explore all the aspects of music through the drums including beat, rhythm pitch, structure, composition and performance. The series of lessons builds up to a final end of year performance for parent/carers.



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Yr 5

Children in Year 5 will build on the skills they have learnt through learning to play Samba band instruments and Djembe drums as they experience 10 weeks of learning a tuned steel pan. Again the sessions are delivered by specially trained teachers from the Derbyshire Music Education Hub. They will explore all the aspects of music including beat, rhythm pitch, structure, composition and performance. The series of lessons builds up to a final end of term performance for parent/carers.

In year 5 children study the history of music and musical instruments up until the 1920's. This will include Ancient music and instruments (Africa, Asia, Egypt), Medieval, Renaissance, Baroque and Classical/Romantic music. They will learn about the evolution of instruments, compositions, musical styles and famous/iconic composers. The students will develop a broad understanding on the evolution of music and music instruments over a large time period. The children will also continue to develop their compositional skills as they'll be given the task of writing a piece of medieval music using the Dorian mode as well as a fanfare for the royal family. As well as composing, the children will also be given the opportunity to develop their singing skills.

Children continue to develop their appreciation of music throughout year 5, by exploring two of the BBC ten pieces, The Doctor Who theme tune and Mars by Gustav Holst. The focus is to listen and reflect on a piece of orchestral music, create their own piece of music using instruments, invent their own musical motifs and structure them into a piece, to perform as an ensemble and learn further musical language.

Yr 6

Children in Year 6 will build on the skills they have learnt through learning to play Samba band instruments and Djembe drums as they experience 10 weeks of learning a tuned steel pan. Again the sessions are delivered by specially trained teachers from the Derbyshire Music Education Hub. They will explore all the aspects of music including beat, rhythm pitch, structure, composition and performance. The series of lessons builds up to a final end of term performance for parent/carers.

In year 6, children explore music from the 1920's up to the present day/decade. This topic continues on from the history of music and musical instruments studied in year 5. The children spend time looking at the different decades (1920's-1940's, 1950's, 1960's, 1970's, 1980's, 1990's, 2000's, 2010's) and develop an understand of how instruments have evolved and changed. Different musical styles are experienced including: Jazz, Blues, Bebop, Swing, Big band, Ragtime, Rock 'n' Roll, Pop, R&B, Soul, Funk, Country, Folk, Rock, Metal, Brit pop, Disco, Punk, Hip hop, Grunge and Dance. The children become immersed in the music that has helped create the music we listen to today and will have the opportunity to compose their own song.

Children continue to develop their appreciation of music throughout year 5, by exploring two of the BBC ten pieces, Earth by Hans Zimmer and Connect by Anna Meredith. The focus is to listen and reflect on a piece of orchestral music, create their own piece of music using instruments, invent their own musical motifs and structure them into a piece, to perform as an ensemble and learn further musical language.