

Music

We want our learners to become musicians by listening to a variety of music, performing and composing their own pieces. Opportunities to listen, perform and compose are threaded through the daily timetable and extra-curricular opportunities. More formal music lessons provide learners with the opportunity to develop a rich knowledge of a range of music, from classical to modern contemporary popular music, music that has changed through time and music from a range of different cultures. We engage our learners with high quality live and recorded performances to aid them in developing and communicating their musical preferences. They will be able to develop fine and gross motor skills and express their likes, dislikes and preferences. We recognised that music plays an integral role in helping children and young people feel part of a community and can empower students to express themselves in a way that other subjects cannot.

Learners will learn to play and experience a range of tuned and un-tuned instruments and have the opportunity to perform on their own and as part of an ensemble in music lessons, celebrations and class groups, being able to display mastery of their increasing skills and knowledge. Learners will have the opportunity to use instruments and IT devices to compose their own music, recognising patterns within music, which they are able to share and perform to others. Where a learner demonstrates a particular ability for the playing of a tune musical instrument, we will support with the provision of specific teaching.

Whilst we maintain high expectations and encourage rapid progress in all our learners, we recognise them as individuals who have, or are still overcoming multiple barriers to learning, considering their EHCP outcomes alongside a Personalised Learning Plan, that ensures the progress they make is meaningful and purposeful to their development.

	STAGE 1	STAGE 2	STAGE 3	Extended Learning
Performance	Imitate movement in response to music <ul style="list-style-type: none"> - Clap - Sway - Stamp feet Use their voices in a range of ways, using sounds and words expressively <ul style="list-style-type: none"> - Loudly - Quietly - Completing familiar phrases 	Follow instructions when to join in singing Know a melody from familiar song Know the words of and join in with a range of familiar songs, chants and rhymes Perform to an audience with awareness of others, with some expression <ul style="list-style-type: none"> - Slow - Fast - Pause - With gusto 	Performs familiar songs and music to an audience during a whole school celebration Sings a melody with expression in a group or on own Begin to play tuned instruments to accompany a song – personalised opportunities where appropriate	Sing songs from memory with accurate pitch Perform showing awareness of dynamics and tempo Perform individually or as part of a small group (duet, 3-4 people) Play a tuned instrument following a personalised curriculum, where appropriate
Key Vocabulary	clap, sway, stamp, loud, quiet	start, stop, wait, slow, lyrics, fast, song, pause, gusto, excitement, audience	repeat, soft, choir, group, melody	ensemble, duet, solo, trio, verse, chorus, pitch, melody, dynamic, tempo

<p>Composition</p>	<p>Explore a range of small percussion instruments and the sounds they create</p> <ul style="list-style-type: none"> - Triangle - Bells - Drum - Tambourine <p>Know the physical actions required to promote the best sound of an instrument e.g.</p> <ul style="list-style-type: none"> - Blow a whistle - Bang a drum - Strum guitar - Strike piano keys <p>Begin to follow simple notational representations of when to play and stop, using a rhythm grid</p>	<p>Copy and play simple rhythmic patterns</p> <p>Follow instructions when to play and when to stop</p> <p>Follow a notational representation, using a rhythm grid</p> <p>Accompany familiar songs and music, playing to the beat of the song on</p> <ul style="list-style-type: none"> - Triangle - Bells - Drum - Tambourine 	<p>Begin to show awareness of how music is produced and communicated</p> <ul style="list-style-type: none"> - Pitch (high, low) - Duration (long, short) - Dynamics (forte, piano, crescendo, decrescendo) <p>Begin to recognise formal notation</p> <p>Combine sounds to create a mood</p> <ul style="list-style-type: none"> - Happy/ energetic - Sad/ morose - Scary - Romantic <p>Accompany a familiar song, playing at a tempo appropriate to the music</p>	<p>Compose a chant</p> <p>Compose a short piece of music, showing understanding of pitch, duration, dynamics and tempo</p> <p>Play with expression and dynamics, appropriate to the music being played</p>
<p>Key Vocabulary</p>	<p>triangle, bell, drum, tambourine, whistle, guitar, piano, blow, bang, strum, strike</p>	<p>rhythm, stop, go, start, finish, beat</p>	<p>pitch, high, low, duration, long, short, dynamics, forte, piano, crescendo, decrescendo, happy, energetic, sad, morose, scary, romantic, tempo</p>	<p>chant, expression, compose</p>
<p>Listening and Appreciation</p>	<p>Indicate whether they like or dislike a piece of music</p> <p>Demonstrate a preference from a range of familiar songs/rhymes</p> <p>Start to recognise some instruments</p> <ul style="list-style-type: none"> - Drums - Piano - Guitar - Bells 	<p>Listen and responds to a range of musical genres</p> <ul style="list-style-type: none"> - Classical - Jazz - Rock n Roll - Pop <p>Recognise the sounds of a range of musical instruments used in classical music</p> <ul style="list-style-type: none"> - Trumpet - Violin 	<p>Know the names of two contrasting musical composers and recognise pieces of their work</p> <ul style="list-style-type: none"> - Beethoven - Rodgers & Hammerstein <p>Recognise styles of music and say which they like and dislike</p> <ul style="list-style-type: none"> - Classical - Jazz - Rock n Roll - Pop 	<p>Identify and describing the different purposes of music</p> <p>Recognise music and instruments from different genres and cultures</p> <p>Recognise less common instruments and their family group</p> <ul style="list-style-type: none"> - Woodwind - Brass

		- Saxophone Can say how a piece of music makes them feel	Identify the verse and chorus of familiar and unfamiliar songs	- Strings
Key Vocabulary	like, dislike, song, rhyme, instrument, drum, piano, guitar, bells	genre, classical, jazz, rock n roll, pop, trumpet, violin, saxophone	composer, piece, composition, verse, chorus	Culture, purpose, woodwind, brass, strings, keyboards, percussion



Frederick Holmes School