




# Kenmore Park Infant & Nursery School.

## Music Curriculum Overview.



<p><b>Intent</b></p>	<p>The intent of the music curriculum at Kenmore Park Infant and Nursery School is to inspire and motivate children to sing a variety of songs, create, play, perform and enjoy music. The curriculum is underpinned by the Early Learning Goals and the National Curriculum and is based on but not necessarily limited to the Music Express curriculum and the Charanga online resource. Children will develop the interrelated skills of music such as pitch, rhythm, duration, tempo, dynamics (volume), timbre, texture &amp; structure and begin to apply these to the songs they sing and the music they improvise and create. They will use these skills to listen to and appreciate a wide variety of musical genres such as classical, calypso and rap and from different countries/continents such as Africa, Japan and China. They will begin to make judgements about the quality of the music applying the interrelated skills of music and their personal preferences. The teaching and learning of music will enable children to better understand the diverse world they live in and is a vehicle of personal expression.</p>
<p><b>Implementation</b></p>	<p>Through whole class teaching and where appropriate small group teaching, the children will be provided with opportunities to:</p> <ul style="list-style-type: none"> <li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes, from Music Express, Charanga and other resources as appropriate, while developing and applying the interrelated dimensions of music (pitch, rhythm, duration, tempo, dynamics (volume), timbre, texture &amp; structure).</li> <li>• play tuned and untuned instruments musically, using the interrelated dimensions of music (pitch, rhythm, duration, tempo, dynamics (volume), timbre, texture &amp; structure).</li> <li>• listen with concentration and understanding to a range of high-quality recorded music from the Music Express, Charanga and other resources as appropriate.</li> <li>• experiment with, create, select and combine sounds using the interrelated dimensions of music (pitch, rhythm, duration, tempo, dynamics (volume), timbre, texture &amp; structure).</li> <li>• know how music is influenced by time, place and purpose for which it was written.</li> </ul>
<p><b>Impact</b></p>	<p>We want our learners to be able to:</p> <ul style="list-style-type: none"> <li>• sing a variety of songs, rhymes and chants, with an awareness of pitch, rhythm, duration, tempo, dynamics and timbre/texture as appropriate. These will be mainly from, but not limited to, Music Express and Charanga. The songs and chants will represent various genres such as calypso (Months of the Year calypso) and rap (The three little pigs rap. Three bears rap); other cultures such as African (Simama kaa, Alphabet song) and Asian (Sakura, Gong Xi Gong Xi); and as appropriate, relate to different occasions, festivals, celebrations and other subjects/topics (Jingle Bells, Twinkle Star, Counting in 10s, etc).</li> <li>• explore sounds, with an awareness of pitch, rhythm, duration, tempo, dynamics and timbre/texture as appropriate, by playing found (pots, pans, spoons, containers, paper etc), tuned (chime bars, xylophones, glockenspiels, etc) and/or untuned instruments (claves, shakers, tambourines, djembe drums, etc).</li> <li>• play tuned (chime bars, xylophones, glockenspiels, etc) and untuned instruments (claves, shakers, tambourines, djembe drums, etc) musically, with an awareness of pitch, rhythm, duration, tempo, dynamics and timbre/texture as appropriate.</li> <li>• listen with concentration to recorded music such as Saint-Saens' Aquarium and Cuckoo, Grieg's In the Hall of the Mountain King, The Tokens' The Lion Sleeps Tonight, etc. and respond with their personal opinions.</li> <li>• listen and match their movements to recorded music such as Dumpling Dance, Aquarium, Dance of the Knights, etc and live African drumming and percussion (in Year 2 only).</li> <li>• develop their knowledge and understanding of the stories, origins, traditions, history and social context of the music that they are listening to and playing such as Simama Kaa, The Duet for Two Cats, The Carnival of the Animals. etc.</li> </ul>

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- experiment with and combine sounds.
  - select and combine sounds to create music, using pitch, rhythm, duration, tempo, dynamics (volume), timbre, texture & structure, as appropriate.
  - use and follow graphic notation such as pitch lines, pictures and their own created symbols to represent and play sounds and music.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Nursery</b>						
<b>Unit/Topic</b>	<p><b><u>Special People</u></b> Beat and Tempo <i>PSED</i> (Hello)</p> <p><b><u>Going Places</u></b> High and Low <i>C&amp;L</i> (The three bears)</p> <p><b><u>Stories and Sounds</u></b> Structure <i>L</i> (Copycat sounds)</p>	<p><b><u>Our Senses</u></b> Timbre <i>EA&amp;D</i> (Soundwall)</p> <p><b><u>Going Places</u></b> High and Low <i>C&amp;L</i> (Jack-in-the-box)</p> <p><b><u>Stories and Sounds</u></b> Structure <i>L</i> (Jamaquack jive)</p>	<p><b><u>Going Places</u></b> High and Low <i>C&amp;L</i> (Noah)</p> <p><b><u>Growth and Change</u></b> Loud and Quiet <i>PD</i> (Winter)</p> <p><b><u>Our Senses</u></b> Timbre <i>EA&amp;D</i> (Clocks)</p> <p><b><u>Stories and Sounds</u></b> Structure <i>L</i> (Colourful creatures)</p> <p><b><u>Special People</u></b> Beat and Tempo <i>PSED</i> (Happy New Year – Chinese New Year)</p>	<p><b><u>Working World</u></b> Texture <i>UTW</i> (Our town)</p> <p><b><u>Moving Patterns</u></b> Structure <i>M</i> (Minibeasts)</p> <p><b><u>Stories and Sounds</u></b> Structure <i>L</i> (Sing me a story)</p>	<p><b><u>Growth and Change</u></b> Loud and Quiet <i>PD</i> (Storm)</p> <p><b><u>Working World</u></b> Texture <i>UTW</i> (Farm time)</p> <p><b><u>Stories and Sounds</u></b> Structure <i>L</i> (Rock Candy)</p>	<p><b><u>Moving Patterns</u></b> Structure <i>M</i> (All aboard)</p> <p><b><u>Working World</u></b> Texture <i>UTW</i> (Light)</p> <p><b><u>Going Places</u></b> High and Low <i>C&amp;L</i> (Mousie Brown)</p>
<b>ELG</b>	Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.					
<b>Knowledge, skills and understanding</b>	*I can speak & chant short phrases together. *I can explore the sounds made by ‘found objects’, for e.g. pots & pans, material and paper.	*I can listen to recorded sounds and respond physically with movement and dance. *I can play percussion instruments by shaking, scraping, rattling, tapping etc.	*I can make high and low sounds (pitch) with my voice. *I can listen and respond appropriately to a range of classroom songs, for e.g. tidy up songs, circle time songs, line up songs, action songs, narrative songs.	*I can sing songs with actions. *I can listen to and move in time with the music.	*I can play with a sense of purpose and enjoyment. *I can make loud and quiet sounds (dynamics).	*I can sing short phrases on my own. *I can start and stop together.

Reception						
<b>Unit/Topic</b>	<p><b><u>Special People</u></b> Beat and Tempo <i>PSED</i> (Hello; Hands, feet and faces; My turn, your turn)</p> <p><b><u>Stories and Sounds</u></b> Structure <i>L</i> (Colourful creatures)</p> <p><b><u>Going Places</u></b> High &amp; Low <i>C&amp;L</i> (Noah; Jack-in-the-box)</p>	<p><b><u>Our Senses</u></b> Timbre <i>EA&amp;D</i> (Seaside; Clocks)</p> <p><b><u>Going Places</u></b> High &amp; Low <i>C&amp;L</i> (The three bears)</p> <p><b><u>Stories and Sounds</u></b> Structure <i>L</i> (Jamaquack jive)</p> <p><b><u>Working World</u></b> Texture <i>UTW</i> (Farm time)</p>	<p><b><u>Growth &amp; Change</u></b> Loud &amp; Quiet <i>PD</i> (Winter)</p> <p><b><u>Working World</u></b> Texture <i>UTW</i> (Our town; Recycling)</p> <p><b><u>Special People</u></b> Beat and Tempo <i>PSED</i> (Happy New Year)</p> <p><b><u>Stories and Sounds</u></b> Structure <i>L</i> (Sing me a story)</p>	<p><b><u>Our Senses</u></b> Timbre <i>EA&amp;D</i> (Soundwall)</p> <p><b><u>Moving Patterns</u></b> Structure <i>M</i> (Minibeasts; All aboard)</p> <p><b><u>Growth &amp; Change</u></b> Loud &amp; Quiet <i>PD</i> (Storm)</p> <p><b><u>Stories and Sounds</u></b> Structure <i>L</i> (Copycat sounds)</p> <p><b><u>Special People</u></b> Beat and Tempo <i>PSED</i> (Spider tricks)</p>	<p><b><u>Growth &amp; Change</u></b> Loud &amp; Quiet <i>PD</i> (Boo)</p> <p><b><u>Stories and Sounds</u></b> Structure <i>L</i> (Rock candy; Tell me a tale)</p> <p><b><u>Going Places</u></b> High &amp; Low <i>C&amp;L</i> (Popcorn; Rhyme time)</p> <p><b><u>Working World</u></b> Texture <i>UTW</i> (Light)</p>	<p><b><u>Growth &amp; Change</u></b> Loud &amp; Quiet <i>PD</i> (Caterpillar)</p> <p><b><u>Moving Patterns</u></b> Structure <i>M</i> (Dumplings; Stamp and clap; Shape up)</p> <p><b><u>Our Senses</u></b> Timbre <i>EA&amp;D</i> (Papery sounds)</p> <p><b><u>Working World</u></b> Texture <i>UTW</i> (Working toys)</p>
<b>ELG</b>	Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.					
<b>Knowledge, Skills and Understanding</b>	<p>*I can make changes in my voice to express different moods. *I can play along to music showing a developing awareness of beat. *I can begin to use musical terms – high/low.</p>	<p>*I can find my singing voice and begin to develop an awareness of pitch over a small range of notes. *I can make high and low sounds (pitch). *I can begin to use musical terms – high/low.</p>	<p>*I can begin to develop a sense of beat, using instruments or body sounds. *I can play loudly and quietly. *I can begin to use musical terms – loud/quiet.</p>	<p>*I can copy a simple rhythm pattern or number of beats played on an instrument. *I can play fast and slow. *I can begin to use musical terms - fast/slow.</p>	<p>*I can make changes in my voice to express different feelings. *I can choose musical sounds effects to follow a storyline. *I can begin to use musical terms – high/low.</p>	<p>*I can sing songs, both accompanied and unaccompanied. *I can play along to music showing a developing awareness of a steady beat. *I can listen to recorded sounds &amp; respond physically with movement &amp; dance or by talking about them. *I can explore different sounds made by objects (timbre).</p>

Year 1						
<b>Unit/Topic</b>	<u><b>Explore Body Percussion and Instruments</b></u> Beat	<u><b>Our School</b></u> Exploring sounds <i>Link – Geography</i>  <u><b>Number</b></u> Beat <i>Link – Mathematics</i>	<u><b>Seasons</b></u> Pitch <i>Link – Science</i>  <u><b>Weather</b></u> Exploring sounds <i>Link – Geography</i>	<u><b>Our Bodies</b></u> Beat <i>Link – Science</i>  <u><b>Machines</b></u> Beat <i>Link – PSHE</i>	<u><b>Storytime</b></u> Exploring sounds <i>Link - English</i>  <u><b>Animals</b></u> Pitch <i>Link – PE</i>	<u><b>Travel</b></u> Performance <i>Link – PE</i>  <u><b>Water</b></u> Pitch <i>Link – Art</i>
<b>National Curriculum</b>	<ul style="list-style-type: none"> <li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>• Play tuned and untuned instruments musically.</li> <li>• Listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>• Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>					
<b>Knowledge, Skills and Understanding</b>	*I know how to use my voice to speak, sing and chant. *I know how to clap short rhythmic patterns. *I can listen to and recognise the sounds of the percussion instruments used in the classroom and identify and name them. *I can explore different sounds made by the voice and hands (timbre).	*I can sing in time to a steady beat. *I know how to follow instructions about when to play instruments by following simple hand signals indicating: loud/quiet and start/stop. *I can listen to a piece of music and move in time to its steady beat. *I can explore environmental sounds.	*I can sing songs showing increasing vocal control (singing more in tune, breathing deeply, singing words clearly). *I can play untuned instruments loudly, quietly, fast and slow. *I can listen to a piece of music and recognise the different musical characteristics. *I can explore high and low (pitch) and loud and quiet sounds (dynamics).	* I can perform an action (clapping, stamping, etc) on the steady beat whilst singing. *I can play in time to a steady beat, using untuned instruments. *I can listen to a piece of music and begin to use the musical terms faster and slower (tempo). *I can explore fast and slow sounds (tempo).	*I can sing and chant songs in different styles (for e.g.. raps). *I know how to repeat short rhythmic patterns on untuned instruments. *I can listen to a piece of music and begin to use the musical terms higher and lower (pitch). *I can add sound effects to story and use graphics/symbols to portray the sounds that I have made.	*I can co-ordinate actions to go with a song. *I know how to repeat short rhythmic melodic patterns on tuned and untuned instruments. *I can listen to a piece of music and begin to differentiate and articulate the changes in speed, pitch and dynamics. *I know how to make a sequence of sounds.

Year 2						
Unit/Topic	<u><b>Our Land</b></u> Exploring sounds <i>Link – Geography</i>	<u><b>Animals</b></u> Pitch <i>Link – PE</i>	<u><b>Toys</b></u> Beat <i>Link – PSHE</i>	<u><b>Storytime</b></u> Exploring sounds <i>Link - English</i>	<u><b>Weather</b></u> Exploring sounds <i>Link – Geography</i>	<u><b>Water</b></u> Pitch <i>Link – Science</i>
	<u><b>Our Bodies</b></u> Beat <i>Link - PE</i>	<u><b>Ourselves</b></u> Exploring sounds <i>Link – English</i>	<u><b>Number</b></u> Beat <i>Link - Mathematics</i>	<u><b>Seasons</b></u> Pitch <i>Link - Science</i>	<u><b>Pattern</b></u> Beat <i>Link – Mathematics</i>	<u><b>Travel</b></u> Performance <i>Link – English</i>
National Curriculum	<ul style="list-style-type: none"> <li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>• Play tuned and untuned instruments musically.</li> <li>• Listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>• Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>					
Knowledge, Skills and Understanding	*I can sing or chant with a sense of control of dynamics (volume) and tempo (speed). *I know how to perform simple patterns keeping a steady beat on untuned instruments. *I can listen and identify different qualities of sound such as smooth, scratchy, clicking, ringing (timbre). *I know how to choose sounds which create an effect.	*I can identify if the pitch is getting higher or lower or is staying the same and copy with my voice. *I can perform a sequence of sounds using a graphic score. *I know how to listen out for and respond to different changes in pitch and duration. *I know how to use symbols and graphic notations to represent sounds.	*I know how to sing increasing and decreasing tempo. *I can play untuned instruments with control, following a leader, starting and stopping together while maintaining a steady beat and getting faster or slower. *I can listen and respond through movement to different musical beats and moods (for e.g..angrily, cheerfully). *I can copy and compose short repeated rhythmic patterns (ostinato).	*I can use my voice to convey the mood of the song or chant. *I know how to perform simple accompaniments and a repeated melodic ostinato on tuned and untuned instruments. *I can listen and recognise the sounds of the percussion instruments used, their names and how they are played. *I know how to create and improve my own work.	*I know how to sing and follow a melody. *I can play instruments using symbols including graphic and / or simple traditional notation. *I can listen, recognise and respond to the mood and setting of a piece of music. I can begin to use music terminology when describing how the mood/setting is created (for e.g..the setting is wintery because the music is played very fast as if the musician is shivering in the cold). *I know how to order sounds to create a beginning, middle and end (structure).	*I can internalise a melody or song by sharing lines or just performing actions. *I know how to play simple rhythmic patterns on tuned instruments. *I can listen and recognise the basic structures and patterns in a piece of music. *I know how to make connections between graphic notations and musical sounds.
Next Steps: National Curriculum (Key Stage 2)	<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>• 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>• Use and understand staff and other musical notations.</li> <li>• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</li> <li>• Develop an understanding of the history of music.</li> </ul>					