



# Music at HPF Overview

**'Celebrating and inspiring a lifelong love of learning in an ever changing world'**

## Rationale

The vision of Music at Hanham Primary Federation is that Music is embedded in every aspect of school life and our aspiration is that every child will develop a lifelong love of Music. At the core of our Music provision is the National Curriculum and the progression of key skills.

This ensures that our children receive a progressively challenging and engaging education that is personalised for Hanham Primary Federation.

It is our vision that Music lessons give children the opportunity to become real musicians. The children participate in singing, tuned and untuned percussion and listening to live and recorded music. Weekly music lessons are lively and interactive that aim to foster a passion for Music in children of all abilities. This will foster a **LIFE-LONG LOVE OF LEARNING**.

Singing is a highly important part of our day. Weekly singing assemblies take place to teach children how to sing with a sense of pitch and melody. They are taught how to warm up their voices, sing in rounds and harmony and build up a repertoire of songs. We have a school choir which meets regularly. They perform as a choir at whole school events and at Christmas perform for the WI and Young at Heart Christmas dinners.

Our curriculum encourages children to sing and play musically with increasing control. Children are encouraged to use their voices expressively and creatively. They are taught to use tuned and untuned percussion instruments musically and at KS2 improvise and compose for a range of purposes.

Throughout their Musical journey through the Federation, children build on their rich learning by revisiting concepts so they can deepen their Musical understanding and creativity.

Our Music curriculum fulfils a core value of the Federation by providing children with a sense of creativity. It increases children's self-confidence, engaging and inspiring children in a love of Music.



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'Celebrating and inspiring a lifelong love of learning in an ever changing world'

## CELEBRATING – INSPIRING – LEARNING

Children are taught to celebrate and critique the work of others in order to improve their performances.

Children are shown real-life examples of musical performance to inspire them and exemplify skills, techniques and different instruments.

Practical activities enable children to learn from doing and develop a sense of their own abilities and preferences.

### Perseverance

Learners are taught that musical performance is something that can be improved through hard work and perseverance. Resilience is explicitly taught as children learn about the mindset and attitudes necessary to perform music.

### Respect

Learners are expected to value and respect the skills and contributions of others. They are taught the skills of giving precise, constructive feedback to help their peers improve their performances without discouragement. This is a reciprocal process.

### Responsibility

Frequent ensemble playing teaches children a sense of responsibility to their peers when performing together. Learners understand how the success of musical performances can often hinge on everyone coming together and performing as one.

### Enjoyment

Music units are planned with pupil engagement at their core; a wide range of instruments and genres are studied so all learners can do what interests them. Children enjoy the subject and are keen to display their work and share finished performances with the wider school community.

### Independence

Learners discuss the work of others and form opinions as to why certain techniques and parts are successful. However, they are given, through the subtle guidance of the teacher, freedom and autonomy to explore their own ideas and technique choices.

### **Children will learn about:**

**Singing:** they will learn to use their voices expressively and creatively by singing songs and speaking chants and rhymes. They will also be taught to sing with increasing confidence and control, learning about singing in a round and adding simple harmonies.

**Playing Instruments:** they will learn to play tuned and untuned instruments musically and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression.

**Improvising/Exploring/Composing:** they will learn to experiment with, create, select and combine sounds using the inter-related dimensions of music, improvising and composing music for a range of purposes. They will begin to use and understand staff and other musical notations

**Listening:** they will learn to listen with concentration and understanding to a range of high-quality live and recorded music. They will listen with attention to detail and recall sounds with increasing aural memory.

**Appraising:** they will learn to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians, developing an understanding of the history of music.

### **What does this look like in EYFS?**

In Reception, children are given opportunities to join in with nursery rhymes, dancing and ring games. They begin to build a repertoire of songs and dances linked to their class based topics. Children are encouraged to move rhythmically, imitating movement in response to music. They learn to tap out simple repeated rhythms and explore how sounds can be changed using their voices, tuned and untuned instruments. They are also given opportunity to capture experiences and responses linked to music and dance.

## What does this look like in KS1?

As they move into KS1, children continue to develop their Musical understanding. They are taught to use vocabulary linked to the main Musical elements and are given opportunities to practically explore these elements as part of their Music sessions.

Pupils' Musical learning at KS1 is based on four main strands:

### **Use their voices expressively and creatively by singing songs and speaking chants and rhymes:**

- Pupils are taught to sing a song with contrasting high and low melodies and to understand pitch through singing, movement and note names.
- Pupils are taught to control vocal dynamics, duration and timbre, singing with expression, paying attention to the shape of the melody.
- Pupils are taught to create, play and combine different word rhythms.
- Pupils are taught to sing/chant together as a group in two parts while playing a steady beat.
- Pupils are taught to combine voices and movement to prepare, perform and improve a performance.

### **Play tuned and un-tuned instruments musically:**

- Pupils are taught to listen to, identify and repeat rhythmic patterns using body percussion and instruments.
- Pupils are taught to explore and control dynamics, duration, tempo and timbre using tuned and untuned instruments.
- Pupils are taught to use instruments expressively in response to visual stimuli.

### **Experiment with, create, select and combine sounds using the inter-related dimensions of music:**

- Pupils are taught to improvise and explore timbre and texture to understand how sounds can be descriptive.
- Pupils are taught to respond to music through movement.
- Pupils are taught to explore voices and sounds on instruments to make musical effects.
- Pupils are taught to explore different ways to organise music.
- Pupils are taught to compose music to illustrate a story.
- Pupils are taught to perform and create simple three and four beat rhythms using a simple score.

### **Listen with concentration and understanding to a range of high quality live and recorded music:**

- Pupils are taught to recognise and respond to changes in tempo in music.
- Pupils are taught to identify changes in pitch and respond to them with movement.
- Pupils are taught to identify a sequence of sounds in a piece of music and identify way of producing sounds.
- Pupils are taught to understand how music can tell a story.
- Pupils are taught to listen and repeat back rhythmic patterns on instruments and body percussion.
- Pupils are taught to listen in detail to a piece of orchestral music and listen, describe and respond to contemporary orchestral music.

### **What does this look like in KS2?**

As they move into KS2, children continue to develop their Musical understanding. They are taught to sing and play musically with increasing confidence and control. They develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils' Musical learning at KS2 is based on four main strands:

### **Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression:**

- Pupils are taught to sing in two part harmony with movements and percussion and perform a poem as an ensemble with rhythmic accuracy.
- Pupils are taught to perform a round in 3 parts and learn to sing a song with three simple independent parts.
- Pupils are taught to sing with attention to accuracy in rhythm, pitch and dynamics.
- Pupils are taught to develop, rehearse and perform a mini musical, including dialogue, singing, playing and movement.

### **Improvise and compose music for a range of purposes using the interrelated dimensions of music:**

- Pupils are taught to improvise to an ostinato accompaniment and explore simple accompaniments using beat and rhythm patterns.
- Pupils are taught to explore household items as instruments and match rhythms with appropriate soundmakers.
- Pupils are taught to play and improvise using whole tone scale creating musical effects using contrasting pitch.

- Pupils are taught to learn about and explore techniques used in movie soundtracks, to use the musical dimensions to create and perform music for a movie.

**Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians developing an understanding of the history of music:**

- Pupils are taught to learn how sounds are produced and how instruments are classified.
- Pupils are taught to understand how rhythmic articulation affects musical phrasing and copy rhythms and a short melody.
- Pupils are taught to follow and interpret a complex graphic score for four instruments.
- Pupils are taught to experience and understand the effect of changing harmony.

**Listen with attention to detail and recall sounds with increasing aural memory:**

- Pupils are taught to identify metre in a piece of music and recognise rhythm patterns in staff notation.
- Pupils are taught to identify different instrument groups from a recording and describe the structure of a piece of orchestral music.
- Pupils are taught to develop listening skills by analysing and comparing music from different traditions, comparing and contrasting the structure of two pieces of music.
- Pupils are taught to identify changes in tempo and their effects.

Strand	Expressive Arts & Design : Exploring & Using Media & Materials	Expressive Arts & Design : Being Imaginative
YR	<ul style="list-style-type: none"> <li>• Provide opportunities for children to explore the sounds of everyday objects.</li> <li>• Ensure that the music and songs reflect a wide range of types and cultures.</li> <li>• Sing with children frequently.</li> <li>• Provide opportunities for children to play instruments alongside adults.</li> <li>• Extend the children’s experience of instruments and knowledge of their names and the ways in which they can be played.</li> <li>• Select songs for children to sing.</li> <li>• Introduce the language of fast &amp; slow, loud &amp; quiet, high &amp; low.</li> <li>• Introduce vocabulary to enable children to describe how instruments are played for example, plucked, bowed, blown, beaten.</li> <li>• Talk about and demonstrate to children how musical instruments can be played in a variety of ways to produce different sounds.</li> </ul>	<ul style="list-style-type: none"> <li>• Help children to link sound and movement.</li> <li>• Help children to link sound and movement, for example making big movements to loud music.</li> <li>• Use sound at story time, for example beating a drum for the giant’s footsteps.</li> <li>• Introduce children to a wide range of music and dance.</li> <li>• Provide opportunities for children to move to music, supporting their interpretation of the music.</li> <li>• Encourage children to describe their movement.</li> <li>• Introduce the vocabulary happy, sad, excited &amp; afraid.</li> <li>• Continue to support children in reflecting upon and improving their own work.</li> <li>• Enable the children to experience live and recorded performance whenever possible.</li> </ul>

Strand	Use their voices expressively and creatively by singing songs and speaking chants and rhymes	Play tuned and un-tuned instruments musically	Listen with concentration and understanding to a range of high quality live and recorded music	Experiment with, create, select and combine sounds using the inter-related dimensions of music
Year 1	<ul style="list-style-type: none"> <li>• Create, respond to, place and change vocal sounds.</li> <li>• Understand (recognise) pitch: make high and low vocal sounds.</li> <li>• Sing a song with contrasting high and low melodies.</li> <li>• Control vocal dynamics, duration and timbre.</li> <li>• Sing a song together as a group.</li> <li>• Rehearse and perform a rap with sound effects using voices.</li> <li>• Combine voices and movement to perform a chant and a song.</li> <li>• Use voices to create descriptive sounds.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn to play percussion with control (e.g. changing dynamics)</li> <li>• Identify and keep a steady beat using instruments.</li> <li>• Explore and control dynamics, duration and timbre with instruments.</li> <li>• Place percussion instruments at different speeds.</li> <li>• Create a soundscape using instruments.</li> <li>• Explore sounds on instruments and find different way to vary their sound.</li> <li>• Rehearse and perform a chant/rap with sound effects using instruments.</li> <li>• Use instruments to create descriptive sounds.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and respond to change in tempo in music.</li> <li>• Identify a sequence of sounds (structure) in a piece of music.</li> <li>• Respond to music through movement.</li> <li>• Identify changes in pitch and respond to them with movement.</li> <li>• Listen in detail to a piece of orchestral music (e.g. identify instruments)</li> <li>• Identify metre by recognising its pattern.</li> <li>• Understand how music can tell a story.</li> <li>• Respond to change of mood in a piece of music with a slow and fast steady beat.</li> <li>• Identify a repeated rhythm pattern.</li> <li>• Understand musical structure by listening and responding through movement.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore, create and place vocal and body percussion sounds.</li> <li>• Explore and develop an understanding of pitch using the voice and body movements.</li> <li>• Explore and control dynamics (volume), duration, and timbre with voices, body percussion, and instruments.</li> <li>• Improvise descriptive music.</li> <li>• Play and control changes in tempo.</li> <li>• Relate pitch changes to graphic symbols and perform pitch changes vocally.</li> <li>• Explore different sound sources and materials.</li> <li>• Create a soundscape using instruments as part of a song performance.</li> <li>• Explore sounds on instruments and find different way to vary their sound.</li> <li>• Play fast, slow, loud and quiet sounds on percussion instruments.</li> <li>• Invent and perform new rhythms to a steady beat.</li> <li>• Create, play and combine simple word rhythms.</li> <li>• Create a picture in sound.</li> </ul>

**Year  
2**

- Develop the use of vocal sounds to express feelings.
- Chant and sing in two parts while playing a steady beat.
- Explore voices to create descriptive musical effects.
- Sing with expression, paying attention to the pitch shape of the melody.
- Perform a rhythmic chant and play an independent rhythm pattern accompaniment.
- Perform an updated version of a traditional nursery rhyme with a rap section.
- Understand pitch through singing, movement and note names.
- Prepare and improve a performance using movement, voice and percussion.

- Listen to and repeat rhythmic patterns on body percussion and instruments.
- Play pitch lines on tuned percussion.
- Perform a steady beat and simple rhythms using movement, percussion and body percussion.
- Accompany a song with vocal, body percussion and instrumental ostinato.
- Explore and develop an understanding of pitch using percussion instruments.
- Use instruments expressively in response to visual stimuli.

- Identify ways of producing sounds (e.g. shake, strike, pluck)
- Match descriptive sounds to images.
- Listen in detail to a piece of orchestral music (e.g. identify how it depicts a season)
- Use simple musical vocabulary to describe music.
- Listen, describe and respond to contemporary music.

- Notate pitch shape and duration using simple line graphics.
- Understand the structure of call and response songs.
- Mark beats within a four-beat metre.
- Explore timbre and texture to understand how sounds can be descriptive.
- Understand and perform rising and falling pitch direction.
- Read and write simple pitch line notation.
- Combine pitch changes with changes in other elements/dimensions.
- Understand and differentiate between beat and rhythm.
- Combine sounds to create a musical effect in response to visual stimuli.
- Identify rising and falling pitch.
- Compose music to illustrate a story.
- Perform and create simple three- and four- beat rhythms using a simple score.
- Explore different ways to organise music.
- Understand and play from simple notation.

Strand	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 interrelated dimensions of music	Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians developing an understanding of the history of music	Listen with attention to detail and recall sounds with increasing aural memory
Year 3	<ul style="list-style-type: none"> <li>• Sing in unison and in simple two-parts.</li> <li>• Demonstrate a good singing posture.</li> <li>• Follow a leader when singing.</li> <li>• Enjoy exploring singing solo.</li> <li>• Sing with awareness of being 'in tune'.</li> <li>• Have an awareness of the pulse internally when singing.</li> <li>• Perform a round in three parts</li> </ul>	<ul style="list-style-type: none"> <li>• Treat instruments carefully and with respect.</li> <li>• Play any one, or all of four, differentiated parts on a tuned instrument from memory or using notation.</li> <li>• Rehearse and perform their part within the context of the Unit song.</li> <li>• Listen to and follow musical instructions from a leader.</li> <li>• Improvise using instruments in the context of the song they are learning to perform.</li> <li>• Help create at least one simple melody using one, three or five different notes.</li> <li>• Play instruments in class (a glockenspiel, a recorder)</li> <li>• Improvise using instruments</li> <li>• Perform rhythmic ostinato individually and in combination.</li> </ul>	<ul style="list-style-type: none"> <li>• Confidently identify and move to the pulse.</li> <li>• Think about what the words of a song mean.</li> <li>• Take it in turn to discuss how the song makes them feel.</li> <li>• Listen carefully and respectfully to other people's thoughts about the music.</li> <li>• Choose one song and be able to talk about: <ul style="list-style-type: none"> <li>- Its lyrics: what the song is about</li> <li>- Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch)</li> <li>- Identify the main sections of the song (introduction, verse, chorus etc.)</li> <li>- Name some of the instruments they heard in the song.</li> </ul> </li> <li>• Learn about out sounds are produced and how instruments are classified.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and create a section of music that can be performed within the context of the unit song.</li> <li>• Talk about how it was created.</li> <li>• Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li> <li>• Record the composition in any way appropriate that recognises the connection between sound and symbol.</li> <li>• Choose what to perform and create a programme.</li> <li>• Communicate the meaning of the words and clearly articulate them.</li> <li>• Talk about the best place to be when performing and how to stand or sit.</li> <li>• Record the performance and say how they were feeling, what they were pleased with what they would change and why</li> <li>• Read simple rhythm notation</li> </ul>

Year  
4

- Sing in unison and in simple two-parts.
- Demonstrate a good singing posture.
- Follow a leader when singing.
- Enjoy exploring singing solo.
- Sing with awareness of being 'in tune'.
- Rejoin the song if lost.
- Listen to the group when singing.
- Identify songs can make you feel different things e.g. happy, energetic or sad
- Understand why you must warm up your voice.
- Sing partner songs.
- Sing a song with three independent parts.

- Treat instruments carefully and with respect.
- Play melody of the song from memory or using notation.
- Rehearse and perform their part within the context of the Unit song.
- Listen to and follow musical instructions from a leader.
- Experience leading the playing by making sure everyone plays in the playing section of the song.
- Play instruments used in class (a glockenspiel, recorder or xylophone).
- Play other instruments they might play or be played in a band or orchestra or by their friends.
- Improvise using instruments in the context of a song they are learning to perform
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- Confidently identify and move to the pulse.
- Talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).
- Talk about the music and how it makes them feel.
- Listen carefully and respectfully to other people's thoughts about the music.
- When you talk try to use musical words.
- Share any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch).
- Identify the main sections of the song (introduction, verse, chorus etc).
- Name some of the instruments they heard in the song.
- Compare and contrast the structure of two pieces.
- Listen to a range of songs from different cultures and different periods.

- Compose one simple melody using one, three or all five different notes.
- Talk about how it was created.
- Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.
- Record the composition in any way appropriate.
- Communicate the meaning of the words and clearly articulate them.
- Talk about the best place to be when performing and how to stand or sit.
- Record the performance and say how they were feeling, what they were pleased with what they would change and why.
- Match rhythmic phrases with rhythmic notation.
- Understand syncopation and clap improvised off-beat rhythms.
- Explore layers and layering using a graphic score.

Year  
5

- Sing in unison and to sing backing vocals.
- Enjoy exploring singing solo.
- Listen to the group when singing.
- Demonstrate a good singing posture.
- Follow a leader when singing.
- Experience rapping and solo singing.
- Listen to each other and be aware of how you fit into the group.
- Sing with awareness of being 'in tune'.
- Sing in three part harmony.
- Sing with attention to accuracy in rhythm, pitch and dynamics.
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- Play a musical instrument with the correct technique.
- Learn an instrumental part
- Rehearse and perform their part.
- Listen to and follow musical instructions from a leader.
- Lead a rehearsal session.
- Play on classroom instruments ( recorder, glockenspiel and xylophone)
- Play on instruments they are learning outside of class.
- Improvisation on their instrument.
- Control short, loud sounds on a variety of instruments.
- Develop accompaniments using ostinato and invent or improvise rhythms on untuned percussion.

- Identify and move to the pulse with ease.
- Think about the message of songs.
- Listen carefully and respectfully to other people's thoughts about the music.
- Try to use musical words during discussions
- Talk about the musical dimensions working together in the song
  - Some of the style indicators of the songs
  - The lyrics: what the songs are about
  - Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch)
  - Identify the main sections of the songs (intro, verse, chorus etc.)
  - Name some of the instruments they heard in the songs
  - The historical context of the songs.
  - What else was going on at this time?
- Talk about the music and how it makes you feel.

- Use different ways of writing music down – e.g. staff notation, symbols.
- Read the notes C, D, E, F, G, A, B + C on the treble stave.
- Compose melodies using up to five different notes and simple rhythms that work musically
- Explain the keynote or home note and the structure of the melody.
- Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.
- Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial.
- Record the performance and compare it to a previous performance.
- Discuss and talk musically about it – “What went well?” and “It would have been even better if...?”

**Year  
6**

- Sing in unison and to sing backing vocals.
- Demonstrate a good singing posture.
- Follow a leader when singing.
- Experience rapping and solo singing.
- Listen to each other and be aware of how you fit into the group.
- Sing with awareness of being 'in tune'.
- Know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.
- Adapt the style of singing to connect to the audience.
- Sing in a part song with echoes.
- Learn to sing major and minor patterns accurately.
- Demonstrate understanding of pitch through singing from simple staff notation.

- Play a musical instrument with the correct technique.
- Learn an instrumental part
- Rehearse and perform their part.
- Listen to and follow musical instructions from a leader.
- Lead a rehearsal session.
- Play on classroom instruments ( recorder, glockenspiel and xylophone)
- Play on instruments they are learning outside of class.
- Play tuned parts confidently from a graphic score with note names.

- Listen carefully and respectfully to other people's thoughts about the music.
- Talk about the music and how it makes you feel, using musical language to describe the music.
- Choose three or four other songs and be able to talk about:
  - The style indicators of the songs (musical characteristics that give the songs their style)
  - The lyrics: what the songs are about
  - Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre)
  - Identify the structure of the songs (intro, verse, chorus etc.)
  - Name some of the instruments used in the songs.
  - The historical context of the songs.
  - What else was going on at this time, musically and historically?
  - Know and talk about that fact that we each have a musical identity

- Use different ways of writing music down – e.g. staff notation, symbols.
- Read the notes C, D, E, F, G, A, B + C on the treble stave.
- Compose melodies using up to five different notes and simple rhythms that work musically
- Explain the keynote or home note and the structure of the melody.
- Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.
- Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial.
- Record the performance and compare it to a previous performance.
- Discuss and talk musically about it – “What went well?” and “It would have been even better if...?”