

Beaufront First School Long-Term Plan: Musi

Intent	Implementation	Impact
The Music Curriculum at Beaufront meets the requirements of the National Curriculum, is informed by planning from Kapow, and is enriched by teacher-knowledge, by following children's interests, and with whole-school singing assemblies, a school choir, and planned visits to experience live performances. This curriculum ensures that children are able to: • Perform, listen to, review, and evaluate music across a range of historical periods, genres, styles, and traditions, including the works of the great composers and musicians. • Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately, and have the opportunity to progress to the next level of musical excellence. • Understand and explore how music is created, produced, and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure, and appropriate musical notations. Children will develop their skills through the strands of: • Performing • Listening • Composing	All children will engage in weekly Music lessons, which will be supplemented and complemented by the Expressive and Performing Arts Curriculum in EYFS, and linked to Drama and Arts opportunities throughout the school. Children will also engage in weekly Singing Assemblies, have the option to be part of the school choir, and see and take part in various performances and celebrations throughout the year. Our inclusive and enriched curriculum enables all children to experience and engage with Music through: • Carefully planned sequences of lessons that include theoretical and practical learning opportunities, designed to develop the knowledge, understanding, and skills needed to engage fully with Music, and to embrace and explore different genres and origins of music whilst also learning about the history of music. • Carefully planned, varied, and appropriate resources and enriched learning experiences, which will include music as a part of daily life, e.g. mindfulness time, celebrations e.t.c... visits to theatres and venues to experience live music, performances at Christmas and the end of the school year, and other opportunities that arise in the local area. Children will also build skills in relation to: - Listening - Speaking	Through a focused, inspiring, and enriched Music Curriculum, children are able to: • Sing and use their voices expressively. • Perform songs with others and move their bodies in time to the music. • Sing the pitch and melody of familiar songs accurately. • Listen attentively to sounds and respond. • Actively listen to and respond to music from different genres, styles, and periods. • Appreciate the role of music in different cultures and traditions. • Create and compose music independently and with others. • Experiment with sounds to create music. • Use technology to compose music. • Explore instruments and improvisation. • Play a range of different tuned and untuned instruments. • Develop skills to be accurate, fluent, controlled, and expressive with instruments. • Work collaboratively to play instruments • Understand how music is created, produced, and communicated. • Understand and use relevant musical language and concepts. • Evaluate and respond to music, including self-composed pieces.

• The History of Music • Inter-related Dimensions of Music Children will make progress by: • Listening to music and evaluating it, learning to express musical preferences, exploring the impact of musical ideas, and understanding how effects are created by combining musical elements. • Creating sound, exploring vocal skills and developing skills for playing instruments in different ways to create different sounds. • Looking at notation, recognising some basic notation and developing skills to read simple rhythmic patterns, and developing an understanding of how notations can communicate music. • Improvising and composing, creating music, and experimenting with styles and features. • Performing using expressive voices and instruments individually and as part of a group. The thorough and engaging Music curriculum will nurture and encourage talent, confidence, creativity, and a sense of achievement with a deep understanding that music is a universal language that “embodies one of the highest forms of creativity” (National Curriculum, 2013). All pupils will enjoy the opportunity to be engaged, inspired, and challenged to appreciate, connect with, and perform music.	- Problem Solving - Creativity - Planning - Adapting - Leadership - Teamwork	
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Music Curriculum Objectives		
EYFS	KS1 (Year 1 & 2)	KS2 (Year 3 & 4)
Development Matters • Listen attentively, move to and talk about music, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explore and engage in music making and dance, performing solo or in groups. • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Explore and engage in music making and dance, performing solo or in groups. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. ELGS <i>Communication and Language</i> • Listen attentively and respond to what they hear with relevant questions, comments, and actions when being read to and during whole-class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Participate in small group, class, and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. • Express their ideas and feelings about their	National Curriculum • Use their voices expressively and creatively by singing songs and speaking chants, and rhymes. • Play tuned and untuned 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. Specific Objectives <i>Listening and Responding to Music</i> • Listen with concentration to short pieces of music or excerpts from longer pieces of music. • Engage with and respond to longer pieces of music. • Coordinate the speed of their movements to match the speed of the music (not the beat).→ Confidently move in time with the beat of the music when modelled. • Begin to move in time with the beat of the music. → Begin to keep movements to the beat of different speeds of music. • Begin to articulate how a piece of music affects them (e.g it makes them feel sleepy, it makes them want to dance, it makes them happy). → Begin to explain why the music has a certain effect on them, which could be	National Curriculum <i>Pupils in Year 3 & 4 will be working towards end of KS2 objectives</i> • 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. • Use and understand staff and other musical notations. • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. • Develop an understanding of the history of music. Specific Objectives (Year 3 and 4) <i>Listening and Responding to Music</i> • Explaining their preferences for a piece of music using musical vocabulary. <i>Analysing</i> • Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz). • Understanding that music from different parts of the world has different features.

experiences using full sentences, including use of past, present, and future tenses, and making use of conjunctions, with modelling and support from their teacher. <i>Personal, Social, and Emotional Development</i> • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Work and play cooperatively and take turns with others. <i>Literacy</i> • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems, and during role-play. <i>Mathematics</i> • Verbally count beyond 20, recognising the pattern of the counting system. <i>Understanding the World</i> • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Understand the past through settings, characters, and events encountered in books read in class and storytelling. <i>Expressive Arts and Design</i> • Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems, and stories with others, and – when	related to the music or a personal experience. <i>Analysing</i> • Identify some common instruments when listening to music. • Relate sounds in music to real-world experiences. (e.g. it sounds like squelching mud). • Recognise simple patterns and repetition in rhythm. (e.g. where a pattern of beats is repeated). • Recognise simple patterns and repetition in pitch (e.g. do re mi). • Talk about the tempo of music using the vocabulary of fast and slow. • Talk about the dynamics of the music, using the vocabulary of loud, quiet, and silent. • Talk about the pitch of music, using the vocabulary of high and low. <i>Evaluating</i> • Stating what they enjoyed about their peers' performances. • Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow. • Giving positive feedback related to the dynamics of practices and performances, using the vocabulary of loud, quiet, and silent. <i>Cultural and Historical Awareness of Music</i> • Appreciating music from a wide variety of cultures and historical periods.	• Recognising and explaining the changes within a piece of music using musical vocabulary. → Identifying gradual dynamic and tempo changes within a piece of music. • → Recognising, naming and explaining the effect of the interrelated dimensions of music. → Identifying scaled dynamics (crescendo/decrescendo) within a piece of music. • Describing the timbre, dynamic, and textural details of a piece of music, both verbally and through movement. → Using musical vocabulary to discuss the purpose of a piece of music. • Beginning to show an awareness of metre. • Recognising the use and development of motifs in music. • Identifying common features between different genres, styles and traditions of music. <i>Evaluating</i> • Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work. → Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work. <i>Cultural and Historical Awareness of Music</i> • Understanding that music from different times has different features. → Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.
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appropriate – try to move in time with music. Specific Objectives <i>Listening and Responding to Music</i> • Listen appropriately to someone leading a short musical phrase, song or rhyme. • Explore spontaneous movement with different parts of their body in response to music. • Express different emotional reactions to music, (smiling, movement, body language). • Use artwork or creative play as a way of expressing feelings and responses to music. <i>Analysing</i> • Identify and imitate sounds from a variety of music. • Consider whether background music and sound effects can enhance storytelling. <i>Evaluating</i> • Show preferences for certain music or sounds. <i>Cultural and Historical Awareness of Music</i> • Listen to music from a wide variety of cultures and historical periods.		
Big Questions Is some music better than other music? What makes a piece of music ‘good’? How does music make you feel? Does all music invoke the same response or feeling? Does everyone have the same response or reaction to music? Why do different cultures have different music? How is music used in celebrations? Why is music used to tell stories? How and why has music changed over time?		

Programme of Study - Overview			
	EYFS	KS1	KS2
Autumn 1A	Exploring Sound	Pulse and Rhythm: All About Me	Rock and Roll
Autumn 2A	Celebration Music	Orchestral Instruments: Traditional Western Stories	Ballads
Spring 1A	Music and Movement	Musical Vocabulary: Under the Sea	Body & Tuned Percussion: Rainforests
Spring 2A	Musical Stories	Vocal and Body Sounds: By the Sea	Adapting & Transposing Motifs: The Romans
Summer 1A	Transport	On this Island: British Songs and Sounds	Changes in Pitch, Tempo & Dynamics: Rivers
Summer 2A	Big Band	Timbre and Rhythmic Patterns: Fairytales	Traditional Instruments & Improvisations: India
Autumn 1B	Exploring Sound	West African Call & Response: Animals	Jazz
Autumn 2B	Celebration Music	Tempo: Snail and Mouse	Haiku, Music & Performance: Hanami
Spring 1B	Music and Movement	Musical Me	Samba, Carnival Sounds & Instruments
Spring 2B	Musical Stories	Dynamics, Tempo, Timbre & Motifs: Space	Pentatonic Melodies & Composition: Chinese New Year
Summer 1B	Transport	Pitch and Tempo: Superheroes	Creating Compositions in Response to Animation: Mountains
Summer 2B	Big Band	Myths and Legends	Developing Singing Techniques: The Vikings