

## The Music Curriculum at Bernards Heath Infant School

Subject: Music		
Skills	Knowledge	Context - What this looks like in the classroom:
<ul style="list-style-type: none"> <li>• Performing to an audience</li> <li>• Listening/appreciation of live and recorded music from a variety of genres</li> <li>• Create and compose music</li> <li>• Review and evaluate</li> </ul>	<ul style="list-style-type: none"> <li>• Control sounds through singing and playing percussion instruments</li> <li>• Use vocabulary associated with performing</li> <li>• Identify a sound, understand what pitch and melody means</li> <li>• Clap a short rhythmical pattern</li> <li>• Identify the beat of a piece of music/song and clap a steady beat</li> <li>• Know the vocabulary: pulse, beat and rhythm</li> <li>• Know that you can have a tuned and untuned percussion instrument and learn the techniques for playing them ie tap, shake, scrape</li> <li>• Have an understanding that instruments are part of a musical family and use the associated names eg 'wind', 'stringed', 'percussion instruments'</li> <li>• Know that music has a purpose and discuss what composers and musicians might be trying to achieve with a particular score</li> </ul>	<p><b><u>Year 1:</u></b></p> <ul style="list-style-type: none"> <li>• We use a scheme of work called 'Music Express' which breaks down key learning, giving teachers guidance for how to teach skills. Children explore how sounds can be made and changed. This is done through exploring voice sounds and by using instruments.</li> <li>• Children use their voices in different ways such as speaking, chanting rhymes and singing while developing an awareness of their audience.</li> <li>• Children learn songs for their class assemblies and Christmas productions and sing them from memory. They explore long and short sounds, high and low sounds and fast and slow, listening to examples of these, discussing, evaluating and then creating their own.</li> <li>• They use their musical experiences to create and compose music together and independently. There are often opportunities for children to perform in front of their peers and evaluate performances by comparing what they did to a list of key skills for being successful.</li> </ul> <p><b><u>Year 2:</u></b></p> <ul style="list-style-type: none"> <li>• Still using the 'Music Express' children continue to explore how sounds can be made and changed. This is done through the exploration of voice sounds and instruments individually and in groups.</li> <li>• Children take turns following a simple score that they have created. Children use their voices expressively and creatively by singing songs, chants, rhymes etc. They begin to sing songs in parts and rounds keeping to a steady beat. Children are expected to sing songs for their class assemblies from memory.</li> <li>• They build on their knowledge of long and short sounds, high and low sounds and fast and slow by making and controlling these sounds using their voices and instruments. As in Year 1 children are encouraged to perform and evaluate their own performances making improvements where they can.</li> </ul> <p><b><u>All children:</u></b></p> <ul style="list-style-type: none"> <li>• During music assemblies children are introduced to different genres of music and are encouraged to listen carefully and: respond to the mood of the music; name different instruments and to recognise the genre, for example, classical, pop, jazz.</li> <li>• A new instrument is introduced to the children every other week. They have an opportunity to hear and play the instrument as well as being told some 'interesting' facts</li> </ul>

	<ul style="list-style-type: none"><li>• Learn about the origins and genres of music</li></ul>	<p>about it.</p> <ul style="list-style-type: none"><li>• Children build on their knowledge of tuned and untuned instruments and recognise families of instruments such as wind, stringed and percussion through seeing these instruments played first hand or by listening to examples as part of music express.</li></ul>
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