

Music at Belmont Infants

Our rationale

Our music curriculum at Belmont Infants develops performance projects, with our specialist music teacher working closely with class teachers to create experiences for children that enrich our planned curriculum through the arts.

Our music provision aim encourages a sense of excitement for learning in the children and develops creativity and skills through dynamic interdisciplinary arts projects in which our children are encouraged to explore and respond to particular ideas, stories and themes through music, movement, drama and visual art.

The inspiration for each project comes from our planned classroom theme, a quality text being studied as part of this, from a broader subject being covered in school and sometimes material from our music specialist's own pieces. These all provides a framework for creative exploration.

As part of their termly focus children listen to different pieces by a range of composers and musicians; we ensure a diverse mix, from Chopin to Joyce.

Children have the opportunity to work individually and in groups to develop their own musical ideas, choreograph movement, create art work, devise scenes and explore characters. There is an emphasis on sharing and performing throughout the process.

Through our music provision children will:

- Sing a range of familiar songs and build a repertoire of new songs
- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Move rhythmically and imitate movement in response to music
- Tap out simple repeated rhythms and explore and learn how sounds can be changed
- Explore the different sounds of instruments.
- 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

Music provision across the year

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Topics					
N			Can I have a tiger as a pet?	Colour, Light and pattern	How does your garden grow?	Journeys and adventures
R			Walking with dinosaurs	Bookshops, bakers and candlestick makers!	Do all heroes wear capes?	Out and about in the garden
1	Why do the leaves fall?	Happy ever after... NOT!	Am I an animal?	Fire! Fire!	Who has been to the moon?	On the buses
2	Magical minibeasts	Can I do ONE thing to change the world?	The minotaur and his mates	Fantastic voyages	Life on the river	I love London
	Lessons					
	9.10 Y1 10 Y1 10.50 BREAK 11 Y2 11.45 Y2	9.10 Y1 10 Y1 10.50 BREAK 11 Y2 11.45 Y2	9.15 YR 9.45 YR 10.15 BREAK 10.40 N 11.10 Y1 11.50 Y1	9.10 YR 9.50 YR 10.30 BREAK 10.40 N 11.10 Y2 11.50 Y2	9.10 YR 9.50 YR 10.30 BREAK 10.40 N 11.10 Y1 11.50 Y1	9.10 YR 9.50 YR 10.30 BREAK 10.40 N 11.10 Y2 11.50 Y2

EYFS

Nursery

Key knowledge, skills and artists

Ongoing provision (including within the music lesson)

Singing:

- Sing simple songs and perform chants from memory
- Co-ordinate actions to go with a song
- Freely experiment with different voices and moods *e.g. singing loudly/ quietly, like a princess, in a lullaby style*
- Sing loudly and quietly in response to visual cues

Instrumental:

- Keep a steady pulse *e.g. marching in time to music, performing actions in time to the beat of the music*
- Play loudly, quietly, fast slow
- Add body percussion to songs *e.g. clapping, stamping, tapping knees*

Listening

- Move to music, changing movements to match the music
- Recognise the sounds of percussion instruments and identify and name them
- Respond to a range of classroom songs: tidy up/circle time/lining up

Creating & composing:

- Explore a wide range of sound sources *e.g. shakers, tappers, scrapers, tuned percussion (chime bars, xylophones, glockenspiels, boom whackers...)*
- Sort and name different types of sounds *e.g. long/short, wooden/metal*
- Make up simple actions to songs *e.g. clapping, body percussion*
- Choose sounds to accompany songs and stories *e.g. choose a sound to represent different characters: make different sounds and patterns to match onomatopoeic words*

Reception

Ongoing provision (including within the music lesson)

Singing

- Sing simple songs and perform chants from memory
- Co-ordinate actions to go with a song
- Freely experiment with different voices and moods *e.g. singing loudly/ quietly, like a princess, in a lullaby style*
- Sing loudly and quietly in response to visual cues
- Be aware of correct posture for singing *e.g. sit or stand straight with shoulders relaxed, arms by the sides*
- Sing short phrases or responses on their own

Instrumental

- Keep a steady pulse *e.g. marching in time to music, performing actions in time to the beat of the music*
- Play loudly, quietly, fast slow
- Add body percussion to songs *e.g. clapping, stamping, tapping knees*
- Hold and play percussion instruments correctly
- Know when to start and stop *e.g. use signals for picking up, putting down instruments, stopping and starting playing*
- Play with a sense of purpose and enjoyment

Listening

- Move to music, changing movements to match the music
- Recognise the sounds of percussion instruments and identify and name them
- Respond to a range of classroom songs: tidy up/circle time/lining up

Musical elements

- Pitch - explore and respond to high and low sounds
- Duration - respond to a steady pulse, copy a steady pulse and perform this whilst singing, distinguish between and copy patterns of long and short sounds
- Dynamics - explore and respond to loud and quiet sounds, sing loudly and quietly (singing without shouting)
- Tempo - identify and respond to fast and slow music
- Timbre - explore a variety of sounds produced by percussion instruments, the tone quality of the sound: *rough/smooth/scratchy*
- Structure - identify and create simple ostinati (repeating patterns) using body percussion and instruments *e.g. shake, shake, tap, tap*
- Notation - perform sounds in response to flashcards, objects or instructions

Review & evaluate

- Talk about sounds they have made and heard using descriptive words *e.g. exciting, spooky, loud, busy, calm*
- Use simple musical vocabulary (*e.g. long, short, fast, slow*) and describe the way that different instruments are played

Create & compose

- Explore a wide range of sound sources *e.g. shakers, tappers, scrapers, tuned percussion (chime bars, xylophones, glockenspiels, boomwhackers...)*
- Sort and name different types of sounds *e.g. long/short, wooden/metal*
- Make up simple actions to songs *e.g. clapping, body percussion*
- Create a sequence of different sounds in response to a given stimuli
- Create music by re-arranging simple symbols or shapes representing sounds, including use of IT *e.g. use big/small shapes, animal pictures (elephant - loud, mouse - quiet)*
- Choose sounds to accompany songs and stories *e.g. choose a sound to represent different characters; make different sounds and patterns to match onomatopoeic words*

Reception

Theme 3: Walking with dinosaurs

Key knowledge, skills and artists

Links to future learning	Vocabulary	Artistic stimulus
Year 1 , Autumn 2 Musical story telling with Moon Man	loud quiet (dynamics) clave shaker rhythm beat pattern of beats	Where the Wild Things Are by Maurice Sendak Malaysian song 'Rasa Sayang Eh'

Lesson sequence (6 weeks)

Theme: Musical story telling with emphasis on rhythm

- Dynamics - loud and quiet
- Introduce musical themes to represent elements or characters in a story
- Respond to music played by the teacher with action and movement
- Learn rhythmical poem
- Accompany poem with untuned percussion
- Under the theme of friendship, belonging and home learn an Indonesia song 'Rasa Syian Eh' in Bahasa and English. A song about friendship and what it means to be close and far from those we love.
- Learn other songs e.g. Bella mama - a lullaby
- Explore dynamic range and the expressive effect of loud and quiet when performing

[RASA SAYANG Lyrics -- Malaysian Folk Song - YouTube](#)

Theme 4: Bookshops, bakers and candlestick makers!

Key knowledge, skills and artists

Links to future learning	Vocabulary	Artistic stimulus
Year 1, Autumn 1 Exploring tuned percussion	instrumental band scrape shake ringing rough smooth clicking	'Off to market' song Pick bananas song 'Banana' by Brazilian artist Joyce (Portuguese)

Lesson sequence

Theme: playing in a class percussion band

- Off to market, song in several sections: song, chant and instrumental
- Instrumental sections integral to the song
- Exploring timbre and rhythms we can make with different percussion instruments to represent different food
- Playing in time and in different parts
- Call and response
- Creating a small band
- Understanding the structure of the song and when their part plays and when not - group work

[Joyce - Banana - YouTube](#)

Reception

Theme 5: Do All Heroes Wear Capes?

Key knowledge, skills and artists

Links to future learning	Vocabulary		Artistic stimulus
Year 1, Autumn 2 Exploring musical story telling - mood and atmosphere	push float slide leap	pull spin creep	'I'm a Super Hero' song "Heroic" Polonaise by Chopin A Metropolis Symphony by Michael Daugherty

Lesson sequence

Theme: Exploring the relationship between musical patterns and movement

- Respond to music through movement
- Recognising several musical patterns and responding with movement e.g. spinning pattern, learning pattern
- Learning the song and creating own appropriate movements
- Develop movement into simple dance that are integrated into the structure of the song
- Develop accuracy of pitch when singing

Theme 6: Out and About in the Garden

Key knowledge, skills and artists

Links to future learning	Vocabulary		Artistic stimulus
Year 1, Summer 1 Composing a graphic score	compose creep buzz flicker rustle	flap swoop squawk flutter	Listen to soundscapes of garden or natural world Meadowsong RSPB

Lesson sequence

Theme: Improvisation and composition

- Writing a simple song as a class group
- Sing well known songs and explore vocal sounds
- Listen to and imitate sounds from natural world
- Call and response singing with gestures in order to understand short / long, rough / smooth, quiet / loud, high / low sounds. How these can be combined.
- Model improvisation as call and response
- Children improvise their names in song, as call and response
- Working in pairs create short sentences and then improvise with voices to sing the words
- Combine ideas into a song

[Meadowsong Project](#)

[Meadowsong | Kate Stilitz](#)

Key Stage 1

Year 1

Theme 1: Why do the leaves fall?

Key knowledge, skills and artists

Links to future learning	Vocabulary		Artistic stimulus
Year 2, Autumn 1 Instrumental accompaniment using tuned percussion	pitch low jumping ref to pitch)	high stepping sliding (with	Changes in the natural world 'Music for 18 musicians' by Steve Reich The Four Seasons by Vivaldi

Lesson sequence

Theme: Exploring pitch on tuned percussion

- Explore shapes and patterns in nature through movement and sound
- Learn songs 'High & Low song' 'Windy Weather' and 'Golden Corn'
- Explore pitch - high to low
- Learn to play simple patterns on tuned percussion
- Call and response
- Recognise high & low with voices and tuned percussion
- Copying simple melodic patterns and call and response
- Through this explore autumnal change, migration, weather, plants.
- Responding to musical recordings (Steve Reich) through movement
- Body shapes and vocab explored within a musical context

[Music for 18 Musicians - YouTube](#)

Theme 2: Happily ever after... not!

Key knowledge, skills and artists

Links to future learning	Vocabulary		Artistic stimulus
Year 2, Autumn 2 Music as a way to connect communities	tempo texture solo	dynamics pitch represent	Musicals as a genre Chopping in the woods There she goes The song of Red Riding Hood

Lesson sequence

Theme: Explore characters through musical themes

- Exploration of a song as a way of expressing or describing a narrative or character
- Exploring emotions through gestures, facial expression and movement patterns with our bodies
- Creating our own musical themes inspired by our movements for particular characters e.g. Uncle Bill the grumpy woodcutter
- Explore how we can use timbre, tempo, dynamics, texture, pitch when using voices and instruments to describe a character or situation
- Use of repetition to create effect
- Learn songs and sing in small groups and solo
- Working individually and in groups
- Performing to each other, evaluating their own and each other's character representation

Year 1

Theme 3: Am I an animal?

Key knowledge, skills and artists

Links to future learning	Vocabulary		Artistic stimulus
Year 2, Autumn 1	score	graphics	Bird song
Composing a rap	pattern	phrase	Pitch and timbre of animal sounds

Lesson sequence

Theme: Compose a simple graphic score

- Sing a range of songs
- Look at images of birds and listen to bird song
- Learn to recognise particular bird song and match to bird names
- Create simple accompaniments to songs showing some control over the "inter-related dimensions" of music (*i.e. loud/quiet, fast/slow, high/low...the musical elements*)
- Compose simple music using sounds, symbols and IT as a stimulus and as a means of notating their music
- Compose music that conveys different moods
- Create music with simple structures, *e.g. music with a beginning, middle and end; music in ternary form (ABA - the same music in the first and third section)*
- Create simple graphic score
- Perform from flashcards or images
- Focus on robin, Great Tit, crow, magpie.
- Focus on 'Bird Song' song
- Develop patterns in bird song into simple phrases played on untuned percussion

[Bird Song Identifier | Audio of Garden Bird Calls - The RSPB](#)

[Birdsong identification for beginners: 20 common songs and calls | Natural History Museum \(nhm.ac.uk\)](#)

Theme 5: Who has been to the moon?

Key knowledge, skills and artists

Links to future learning	Vocabulary		Artistic stimulus
Year 1, Spring 1	timbre	atmosphere	Moon Man by Tommy Ungura
Exploring music to express characters' emotions	mood	excited	Recordings of a waltz
	lonely	frightened	Night at the bare mountain by Mgorsky
	Peaceful	tranquil	The Planets by Holst
	pulse		

Lesson sequence

Theme: Musical story telling

- Musical story telling - can we tell a story just with music? Without words?
- Show how music and sounds effects can bring a story to life and help us express ourselves
- Themes of happiness
- Learn a simple song based on the story
- Explore how a variety of percussion instruments can be used to create a specific atmosphere - timbre
- Explore the timbre of different that can be played on different percussion instruments to create mood or atmosphere
- Moving to learn a simple dance with a clear awareness of pulse
- Focus on musical performance

[Mussorgsky: A NIGHT AT THE BARE MOUNTAIN \(Original \) - YouTube](#)

Year 2

Theme 1: Magical Minibeasts

Key knowledge, skills and artists

Links to future learning	Vocabulary	Artistic stimulus
Year 3, Autumn 2 Christmas performance	call and response tempo pattern dynamics	Meadowsong RSPB

Lesson sequence

Theme: Musical performance; the power of song to convey a message

- Learning songs 'Marvellous Stories' and 'Riddle Song' from Meadowsong song cycle
- Explore a number of important British wild flowers and the interconnectedness of living things
- Song and movement linked to the flowers and animals
- Call and response in music and dance
- Explore musical patterns that reflect patterns in the natural world
- Sing simple songs with broadly accurate tuning
- Sing with a sense of control of dynamics and tempo
- Express different emotions with the voice *e.g. happy, sad, thoughtful*
- Use correct posture for singing
- Control breathing to make sense of musical phrases
- Emphasis on performance

[Meadowsong Project](#)

[Meadowsong | Kate Stilitz](#)

Theme 2: Can I do ONE thing to change the world?

Key knowledge, skills and artists

Links to future learning	Vocabulary	Artistic stimulus
Year 2, Summer 2 Power of song to convey a message	together parts melody expression relationship round structure	Revisit Malaysian song 'Rasa Sayang Eh' Hine Ma Tov Umanaim

Lesson sequence

Theme: Musical performance, the power of song as way of connecting communities and exploring diversity

- Looking at community and togetherness as world religions celebrate
- Winter celebration - warmth, friendship
- Diwali, Hanukah
- Singing as a group and in parts - three part counter melody
- Sing with a sense of control of dynamics and tempo
- Express different emotions with the voice *e.g. happy, sad, thoughtful*
- Use correct posture for singing
- Control breathing to make sense of musical phrases
- Perform chants with a sense of rhythm and steady pulse

- Instrumental accompaniment on tuned and untuned percussion
- Focus on musical performance - making decisions on how to structure a performance
- Singing with increasing control and greater expression through varying use of dynamics

[RASA SAYANG Lyrics -- Malaysian Folk Song - YouTube](#)

[Hinei Ma Tov Singalong with Isaac Zones \(lyrics video\) - YouTube](#)

Theme 4: Fantastic Voyages

Key knowledge, skills and artists

Links to future learning	Vocabulary		Artistic stimulus
Year 3, Charanga	shanty folk counter rhythm layer	traditional percussion complex ostinato	Sam who went to Sea - Phyllis Route and Axel Sheffler Sea shanties e.g. Spanish Ladies, Blow the man down

Lesson sequence

Theme: Song writing

- Exploring ideas around adventure and travel through music and movement
- Listen to sea shanties
- Song writing and composition
- Create simple accompaniments to songs showing some control over the "inter-related dimensions" of music (*i.e. loud/quiet, fast/slow, high/low...the musical elements*)
- Compose simple music using sounds, symbols and IT as a stimulus and as a means of notating their music
- Compose music that conveys different moods
- Create music with simple structures
- Explore melody and words
- Song as dreams / fantasies of adventure - why travel? Explore?
- Incorporate percussion to represent hammering, sawing - wooden instruments, scrapers
- Boat building reflected in percussion patterns
- Perform chants with a sense of rhythm and steady pulse
- Perform from flashcards
- Developing skills and confidence in playing counter rhythms with increasing complexity - ostinato

[Five of the best sea shanties | Classical Music \(classical-music.com\)](http://classical-music.com)

Theme 6: I love London!

Key knowledge, skills and artists

Links to future learning	Vocabulary		Artistic stimulus
Year 2, Spring 2 Song writing linked to adventure, travel, the sea	Pitch rhyme rap repeat	rhythm tune melody	Native American song: The River is Flowing

Lesson sequence

Theme: Rap writing with instrumental accompaniment, looking at structure

- Understanding the difference between a song and a rap
- A rap is speaking with rhythm
- A song is words sung with rhythm and tune
- Use terms pitch, rhythm, tune and melody and apply to their work
- Work in large and small groups to create raps about London landmarks
- Think about rhythm and rhyme and what work together
- Improvise melodies individually on chime bars
- Understand that improvisation is key to composing
- Develop skills in playing a melodic line on tunes percussion with a clear awareness of pulse
- Explore how to organise different elements of a performance that includes rap, song and instrumental sections

[The River is Flowing... Native American Folk Song... A video presentation - YouTube](#)