


National Curriculum 2014

Scheme of Work

Music



Statutory Requirements and school curriculum

Year Group	NC Programme of study
<p data-bbox="204 304 304 331">Nursery</p> 	<p data-bbox="810 304 1251 331">Development Matters 22-36 months</p> <ul data-bbox="858 342 1353 517" style="list-style-type: none"> • Joins in singing favourite songs. • Creates sounds by banging, shaking, tapping or blowing. • Shows an interest in the way musical instruments sound. <p data-bbox="810 524 1251 551">Development Matters 30-50 months</p> <ul data-bbox="858 562 1378 916" style="list-style-type: none"> • Sings a few familiar songs. • Beginning to move rhythmically. • Imitates movement in response to music. • Taps out simple repeated rhythms. • Explores and learns how sounds can be changed. • Sings to self and makes up simple songs. • Makes up rhythms.
<p data-bbox="204 927 676 954"><u>Additional school curriculum & photos:</u></p> <p data-bbox="204 994 1372 1187">Children within nursery have access to high quality musical experiences through the use of both free flow child initiated play and adult led activities in which they have opportunities to explore music and meet the national curriculum programme of study. The children are provided with a music area with a range of different musical instruments and are encouraged to play and explore the sounds and rhythms that can be made both in and outdoors.</p> <p data-bbox="204 1227 1372 1379">Singing is a daily part of the children's routine and there is a daily singing session with all children carried out each day before lunch. A range of different rhymes and songs are also used within small group time related to the topic and learning focus to help ensure that children's learning is embedded and music skills can be applied in a cross curricular way.</p> <p data-bbox="204 1420 1372 1608">The children also take part in the In Harmony project which is delivered by music specialists in which children are presented with the opportunities to further explore a range of musical instruments, songs, rhythm and beats throughout different genres of music in a structured lesson and then can apply there learned skills independently throughout the day during child initiated activities.</p>	



In Harmony.





Year Group

Reception



NC Programme of study

Development Matters 40-60 months

- Begins to build a repertoire of songs and dances.
- Explores the different sounds of instruments.

Development Matters ELG

- Children sing songs, make music and dance, and experiment with ways of changing them.
- They represent their own ideas, thoughts and feelings through

Additional school curriculum & photos:

Children within reception have access to high quality musical experiences through the use of both free flow child initiated play and adult led activities in which they have opportunities to explore music and meet the national curriculum programme of study. The children are provided with a music area with a range of different musical instruments and are encouraged to play and explore the sounds and rhythms that can be made both in and outdoors.

Singing is a daily part of the children's routine and there is a daily singing session with all children carried out each day before lunch. A range of different rhymes and songs are also used within small group time related to the topic and learning focus to help ensure that children's learning is embedded and music skills can be applied in a cross curricular way.

The children also take part in the In Harmony project which is delivered by music specialists in which children are presented with the opportunities to further explore a range of musical instruments, songs, rhythm and beats throughout different genres of music in a structured lesson and then can apply there learned skills independently throughout the day during child initiated

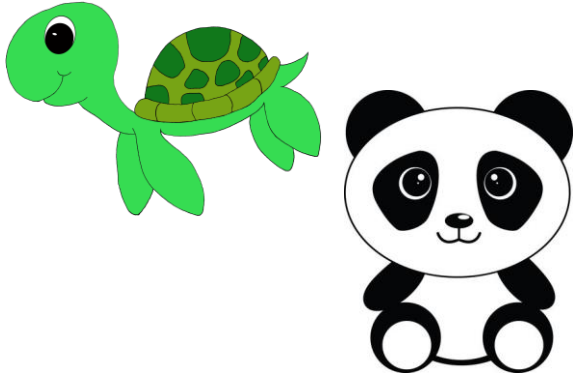
activities. Near the end of the year the children begin to learn the songs and actions needed for the year one sessions.

In Harmony



Music through play.



Year Group	NC Programme of study
<p data-bbox="204 748 284 775">Year 1</p> 	<p data-bbox="810 748 1102 775">Pupils should be taught to:</p> <ul data-bbox="810 792 1374 1126" style="list-style-type: none"> ▪ 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.
<p data-bbox="204 1178 676 1205"><u>Additional school curriculum & photos:</u></p> <p data-bbox="204 1245 1326 1357">Children within year 1 still have an element of free flow play initially to support the transition between key stages and therefore still have some opportunities to support their musical development through child led experiences.</p> <p data-bbox="204 1397 1390 1794">The children also take part in the In Harmony project which is delivered by music specialists in which children are presented with the opportunities to further their music and instrumental skills by choosing and learning to play a string instrument; the violin, cello and viola. The children each choose their own instrument that they would like to learn and they listen to a range of orchestral music in which their chosen instruments will feature and have opportunities to discuss how that music makes them feel and the type of music it was, eg, uplifting, jolly, melancholy etc. The children first explore the dimensions of music such as, beat, rhythm, pitch, volume and then develop their knowledge of the instrument by learning the names of strings and develop their knowledge of reading musical notation (using colour) as the year progresses in order to perform in solo and group ensembles.</p>	

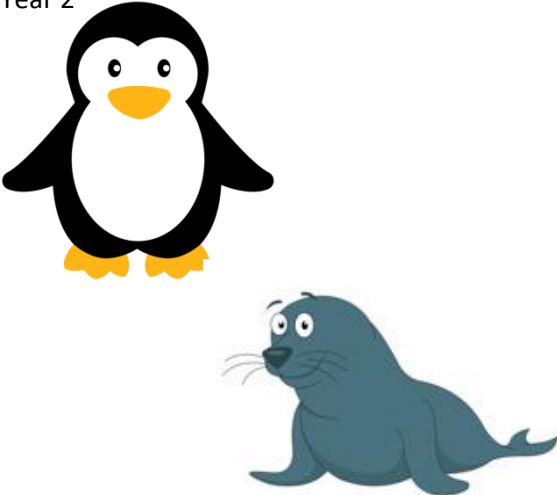



In Harmony project.



Northern Sinfonia performance



Year Group	NC Programme of study
<p>Year 2</p> 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ 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.
<p>Have In Harmony sessions and continue to progress playing the violin, cello and viola. Children also have the opportunity within this year group to choose their own instrument using strings, wind and brass. The children continue to explore the dimensions of music such as, beat, rhythm, pitch, volume and then develop their knowledge of the instrument further by continuing to read musical notation and play in ensemble contexts – quite often for parents. Some children also have one to one tuition and small group tuition with their instruments and the specialist music teachers and also have the opportunity to take part in an In Harmony club after school.</p> <p>Whole class singing takes place and the children lead the Christmas nativity.</p>	
Year Group	NC Programme of study
<p>Year 3</p> 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ 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.

Additional school curriculum & photos:

The children continue to have music lessons delivered by specialist music teachers within In Harmony progressing in playing their chosen string, wind or brass instrument. Children further embed their skills of reading and playing from musical notation and begin to deepen their understanding of the musical concept learned in previous years. Children continue with their small group tuition and one to one sessions and have the confidence to take part in more ensemble work as their skills progress.





Year Group	NC Programme of study
Year 4	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ 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.

Additional school curriculum & photos:

Children continue their music lessons with In Harmony music specialists into year four – growing in confidence and skill. The children are taught to further break down the interrelated dimensions of music and continue to play and develop their skills with their chosen instrument, further embedding their knowledge of reading musical notation and identifying notes, through playing. Children now take part in lots of discussion about the dimensions of music and show great confidence within their subject and playing within whole class and group ensembles in front of an audience.

Year Group	NC Programme of study
Year 5	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">▪ 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.

Additional school curriculum & photos:

The children have the opportunity to begin to learn the basics of playing the violin through the use of a 'Band in the Box' project where violin specialists teach the children how to play the violin. They experience listening to a range of genres of music and songs featuring the chosen instrument and discuss the origin of the music, composers and how the music makes them feel. The children learn how to identify the strings on the violin and gain a great understanding of reading musical notation to perform as a group.

The children have the opportunity to learn to play a range of percussion instruments, eg, drums, bells etc to produce samba music through the use of 'Band in the Box' projects supplied through Newcastle Music Service. The children learn about volume, beat, rhythm and pace whilst learning to play and perform in solo and ensemble contexts. Children have the opportunity to listen to a range of high quality samba music and then create and compose their own musical production based on the theme of samba. Children build up a fantastic knowledge base about volume, rhythm, beat and improvise their own rhythms to perform call and response and create their own part of a song.

The children have a one hour music lesson each week delivered by a music specialist bought in from Newcastle Music Service. During this lesson the children use the principles of the vocal leadership programme to develop their singing technique and take part in a range of songs

including, rounds, chants and traditional music as well as more modern and classical music. The children are also developing their knowledge of chords, strings and reading musical notation to learn to play the ukulele.

Band in the box.



Parent performance.



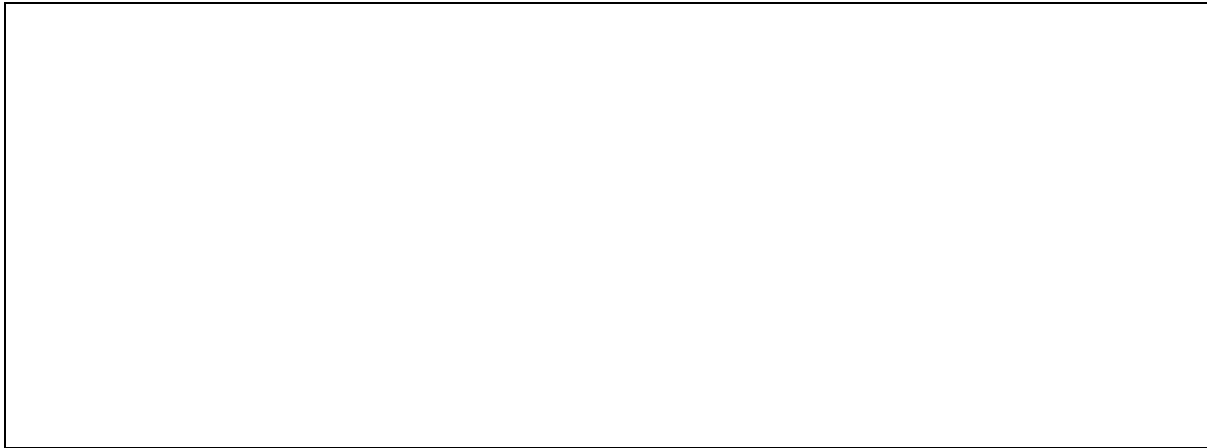
Year Group	NC Programme of study
Year 6	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a 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.

Additional school curriculum & photos:

The children have the opportunity to learn to play a range of percussion instruments, eg, drums, bells etc to produce samba music through the use of 'Band in the Box' projects supplied through Newcastle Music Service. The children learn about volume, beat, rhythm and pace whilst learning to play and perform in solo and ensemble contexts. Children have the opportunity to listen to a range of high quality samba music and then create and compose their own musical production based on the theme of samba. Children build up a fantastic knowledge base about volume, rhythm, beat and improvise their own rhythms to perform.

Band in the box.





Additional music opportunities within school.

Early Years

In Harmony project

Regular opportunities to watch theatre performances such as storytelling and pantomimes and musical performances.

KS1

Regular opportunities to watch theatre performances, for example musical storytelling, pantomimes etc.

After school choir is open to year 2 children onwards in which children can develop their singing skills and perform in solo and group ensembles.

Music Wonders summer school – children worked collaboratively to write and record their own song called Unity and record a music video.

KS2

The Big Sing at the sage Gatehead – various year groups have learned a range of songs to perform during a mass sing with other schools

The Concordia Project – two staff members trained as vocal leaders to promote and embed singing in school. The children have developed their singing technique and performed in different venues as part of a choir and mass singing. Children are also trained up as mini vocal leaders in order to lead singing in school.

Every year children take part in two concerts in popular locations in Newcastle with other schools in Newcastle. The children take part in a mass sing with other schools across Newcastle and also perform as a group on stage with their own school.

Catherine Tickel workshops and performance at the Sage Gateshead in which year 6 children took part – looking at the history of music in Tyne and Wear in order to celebrate the local area and promote the love of singing in schools.

Eco Schools project – in which year 3 classes wrote their own song about environmental issues which was recorded and published on CD.

In Harmony – Sage performance.



Concordia.



Chris Bostock.

