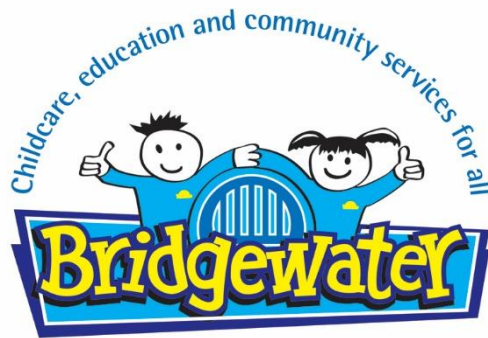



# National Curriculum 2014

## Scheme of Work

### *Music*



## Statutory Requirements and school curriculum

Year Group	NC Programme of study
<p data-bbox="204 300 304 331">Nursery</p> 	<p data-bbox="810 300 975 331"><b>3- 4 year olds:</b></p> <p data-bbox="810 331 1198 362"><b>Communication, language and literacy</b></p> <p data-bbox="810 362 1385 416">Pay attention to more than one thing at a time, which can be difficult.</p> <p data-bbox="810 416 1139 448">Use a wider range of vocabulary.</p> <p data-bbox="810 448 1374 479">Understand a question or instruction that has two parts</p> <p data-bbox="810 479 1082 510">Understand 'why' questions</p> <p data-bbox="810 510 1139 542">Sing a large repertoire of songs.</p> <p data-bbox="810 542 1374 595">Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p data-bbox="810 595 1267 627"><b>Personal, Social and Emotional Development</b></p> <p data-bbox="810 627 1369 712">Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p data-bbox="810 712 1378 766">Develop their sense of responsibility and membership of a community</p> <p data-bbox="810 766 1091 797"><b>Expressive arts and design</b></p> <p data-bbox="810 797 1230 828">Listen with increased attention to sounds.</p> <p data-bbox="810 828 1321 882">Respond to what they have heard, expressing their thoughts and feelings.</p> <p data-bbox="810 882 1139 913">Remember and sing entire songs.</p> <p data-bbox="810 913 1358 967">Sing the pitch of a tone sung by another person ('pitch match').</p> <p data-bbox="810 967 1358 1021">Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p data-bbox="810 1021 1358 1075">Create their own songs, or improvise a song around one they know.</p> <p data-bbox="810 1075 1385 1128">Play instruments with increasing control to express their feelings and ideas.</p>

**Additional school curriculum & photos:**

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.

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.

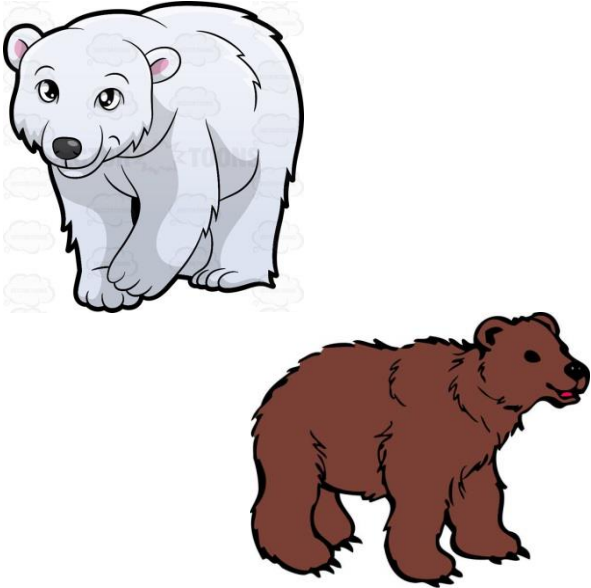
The children also take part in the In Harmony project which is delivered by music specialists in which children are presented with the opportunities to further explore a range of musical instruments, songs, rhythm, beats, pitch and melody throughout different genres of music in a structured lesson and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

Free flow play.



In Harmony.



Year Group	NC Programme of study
<p data-bbox="204 232 328 264">Reception</p> 	<p data-bbox="810 232 879 264"><b>ELG's</b></p> <p data-bbox="810 271 1107 297"><b>Communication and Language</b></p> <p data-bbox="810 300 1278 327"><b>ELG: Listening, Attention and Understanding</b></p> <p data-bbox="810 329 1318 356">Children at the expected level of development will:</p> <ul data-bbox="810 358 1369 504" style="list-style-type: none"> <li>- Listen attentively and respond to what they hear with relevant questions, comments and actions during whole class discussions and small group interactions;</li> <li>- Make comments about what they have heard and ask questions to clarify their understanding;</li> </ul> <p data-bbox="810 506 962 533"><b>ELG: Speaking</b></p> <p data-bbox="810 535 1318 562">Children at the expected level of development will:</p> <ul data-bbox="810 564 1331 710" style="list-style-type: none"> <li>- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</li> <li>- Express their ideas and feelings about their experiences using full sentences,</li> </ul> <p data-bbox="810 712 1267 739"><b>Personal, Social and Emotional Development</b></p> <p data-bbox="810 741 1034 768"><b>ELG: Self-Regulation</b></p> <p data-bbox="810 770 1318 797">Children at the expected level of development will:</p> <ul data-bbox="810 799 1369 922" style="list-style-type: none"> <li>- 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.</li> </ul> <p data-bbox="810 925 1018 952"><b>ELG: Managing Self</b></p> <p data-bbox="810 954 1318 981">Children at the expected level of development will:</p> <ul data-bbox="810 983 1382 1070" style="list-style-type: none"> <li>- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li> </ul> <p data-bbox="810 1072 1090 1099"><b>ELG: Building Relationships</b></p> <p data-bbox="810 1102 1318 1128">Children at the expected level of development will:</p> <ul data-bbox="810 1131 1310 1187" style="list-style-type: none"> <li>- Work and play cooperatively and take turns with others;</li> </ul> <p data-bbox="810 1189 1031 1216"><b>Physical Development</b></p> <p data-bbox="810 1218 1062 1245"><b>ELG: Gross Motor Skills</b></p> <ul data-bbox="810 1247 1362 1303" style="list-style-type: none"> <li>- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul> <p data-bbox="810 1305 1217 1332"><b>ELG: Being Imaginative and Expressive</b></p> <p data-bbox="810 1335 1318 1361">Children at the expected level of development will:</p> <ul data-bbox="810 1364 1377 1451" style="list-style-type: none"> <li>- Sing a range of well-known nursery rhymes and songs;</li> <li>- Perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music.</li> </ul> <p data-bbox="810 1485 1297 1541">Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p data-bbox="810 1543 1310 1599">Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p data-bbox="810 1601 1382 1657">Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p data-bbox="810 1659 1362 1715">Explore and engage in music and dance, performing solo or in groups.</p>

#### 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, beats, pitch and melody throughout different genres of music in a structured lesson and then can apply there learned skills independently throughout the day during child initiated activities.

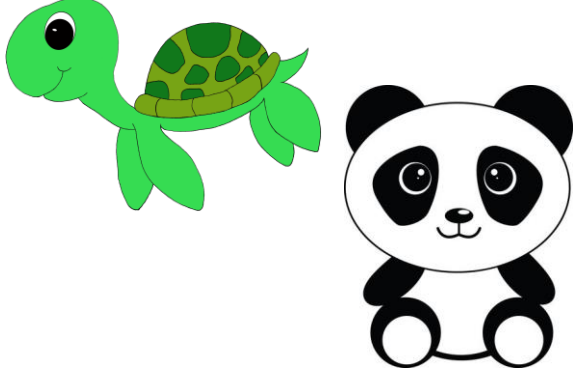
#### Music through play.



#### In Harmony





Year Group	NC Programme of study
<p data-bbox="204 645 284 672">Year 1</p> 	<p data-bbox="810 645 1102 672">Pupils should be taught to:</p> <ul data-bbox="810 689 1374 1120" style="list-style-type: none"> <li>▪ use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>▪ play tuned and untuned instruments musically</li> <li>▪ 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.</li> <li>▪ Create, select, and combine sounds using the inter-related dimensions of music</li> </ul>
<p data-bbox="204 1149 676 1176"><u>Additional school curriculum &amp; photos:</u></p> <p data-bbox="204 1211 1326 1328">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 1364 1342 1641">Singing is experienced through our specialist singing teacher. Within lessons children have the opportunity to develop singing skills, such as pitch, timbre and speed. Children have the opportunity to sing songs about the different seasons and also to play and explore percussion instruments and learn about beat, volume and rhythms through exciting musical games and activities. Furthermore, our music teacher works closely with the class teacher and carefully chooses music and songs that link in with the overall topic of lessons for the term in which she works with them.</p> <p data-bbox="204 1677 1374 1993">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 or 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 (using colours to aid</p>	

their memory) and develop their knowledge of reading musical notation as the year progresses in order to perform in solo and group ensembles.



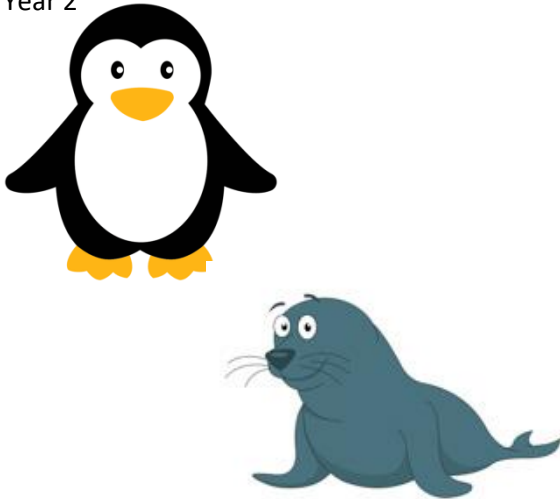
In Harmony project.



Northern Sinfonia performance.





Year Group	NC Programme of study
<p data-bbox="201 949 284 978">Year 2</p> 	<p data-bbox="805 949 1102 978">Pupils should be taught to:</p> <ul data-bbox="805 994 1374 1301" style="list-style-type: none"> <li>■ use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>■ play tuned and untuned instruments musically</li> <li>■ listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>■ experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>
<p data-bbox="201 1487 676 1516">Additional school curriculum &amp; photos:</p> <p data-bbox="201 1554 1342 1830">Singing is experienced through our specialist signing teacher. Within lessons children have the opportunity to develop singing skills, such as pitch, timbre and speed. Children have the opportunity to sing songs about the different seasons and also to play and explore percussion instruments and learn about beat, volume and rhythms through exciting musical games and activities. Furthermore, our music teacher works closely with the class teacher and carefully chooses music and songs that link in with the overall topic of lessons for the term in which she works with them.</p> <p data-bbox="201 1868 1374 1980">The children also take part in the next step of 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.</p>	

Within year 2, the children are given the opportunity to choose a new instrument (brass, wind or string.) The children develop and consolidate all learning within year one and further develop their musical skills by the introduction of new strings, chords and musical pieces. The children develop and extend their knowledge of the dimensions of music such as, beat, rhythm, pitch, volume and then develop and increase their knowledge of the instrument by learning the names of strings (using colours to aid their memory) and develop their knowledge of reading musical notation as the year progresses in order to perform in solo and group ensembles.



## String Quartet Northern Symphonia Visit.



Year Group

Year 3



NC Programme of study

Pupils should be taught to:

- 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
- begin to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- begin to develop an understanding of the history of music.

Singing is experienced through our specialist signing teacher. Within lessons children have the opportunity to develop singing skills, such as pitch, timbre and speed. Children have the opportunity to sing songs about the different seasons and also to play and explore percussion instruments and learn about beat, volume and rhythms through exciting musical games and activities. Furthermore, our music teacher works closely with the class teacher and carefully chooses music and songs that link in with the overall topic of lessons for the term in which she works with them.

The children also take part in the next step of 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.

Within year 2, the children are given the opportunity to choose a new instrument (brass, wind or string.) The children develop and consolidate all learning within year one and further develop their musical skills by the introduction of new strings, chords and musical pieces. The children develop and extend their knowledge of the dimensions of music such as, beat, rhythm, pitch, volume and then develop and increase their knowledge of the instrument by learning the names of strings (using colours to aid their memory) and develop their knowledge of reading musical notation as the year progresses in order to perform in solo and group ensembles.



Year Group	NC Programme of study
Year 4	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>▪ improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>▪ listen with attention to detail and recall sounds with increasing aural memory</li> <li>▪ use and understand staff and other musical notations</li> <li>▪ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>▪ develop an understanding of the history of music.</li> </ul>
<p>Additional school curriculum &amp; photos:</p> <div data-bbox="205 981 801 1321" data-label="Image"> </div> <div data-bbox="818 1104 1382 1615" data-label="Image"> </div>	

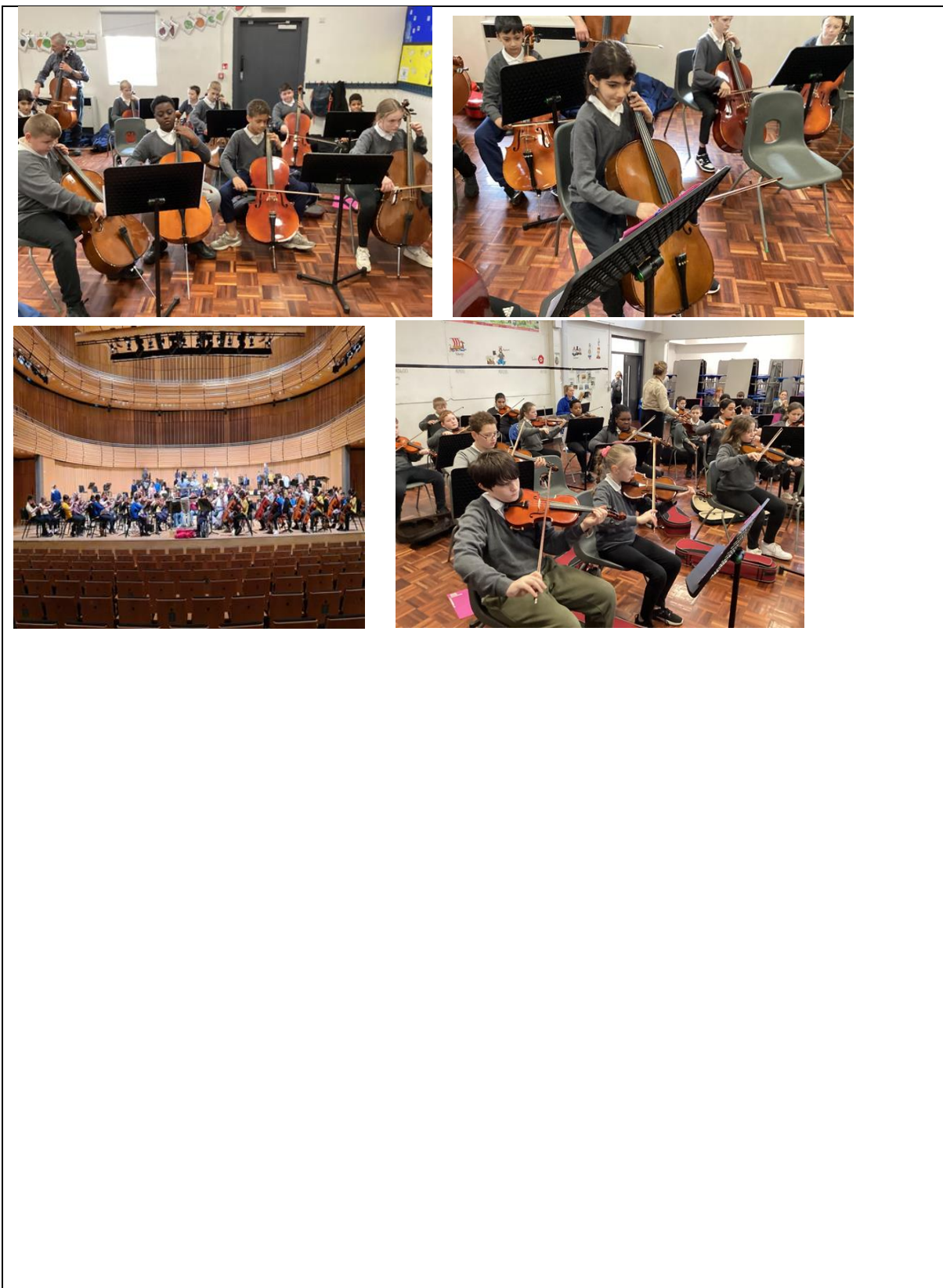
Year Group	NC Programme of study
Year 5	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>▪ improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>▪ listen with attention to detail and recall sounds with increasing aural memory</li> <li>▪ use and understand staff and other musical notations</li> <li>▪ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>▪ develop an understanding of the history of music.</li> </ul>

Additional school curriculum & photos:



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Year Group	NC Programme of study
Year 6	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li><li>▪ improvise and compose music for a range of purposes using the inter-related dimensions of music</li><li>▪ listen with attention to detail and recall sounds with increasing aural memory</li><li>▪ use and understand staff and other musical notations</li><li>▪ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li><li>▪ develop an understanding of the history of music.</li></ul>
Additional school curriculum & photos:	



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 Gateshead – 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.



Chris Bostock.



