

Sprowston Infant School Music Medium Term Plan

EYFS – detailed are the enhanced provision or directed activities

KS1 – see the corresponding knowledge organisers

	Autumn	Spring	Summer
Nursery	<p>Music- songs about ourselves, percussion</p> <p>Learning songs to perform in Nursery and at whole school performances</p>	<p>Songs, rhymes, and percussion linked to animals</p> <p>Using percussion to express emotions</p>	<p>Book hook related music opportunities and emotion paintings.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>
Reception	<p>Learn rhymes, poems and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>	<p>Sing a range of well-known nursery rhymes and songs.</p> <p>Painting to music</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p>	<p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Explore and engage in music making and dance, performing solo or in groups, increasingly matching the pitch and tempo and following the melody.</p>
Year 1	<p>Ourselves</p> <p>Number</p> <p>Animals</p> <p>Weather</p>	<p>Machines</p> <p>Seasons</p> <p>Our School</p> <p>Pattern</p>	<p>Storytime</p> <p>Our Bodies</p> <p>Travel</p> <p>Water</p>
Year 2	<p>Ourselves</p> <p>Toys</p> <p>Our Land</p> <p>Our Bodies</p>	<p>Animals</p> <p>Number</p> <p>Storytime</p> <p>Seasons</p>	<p>Weather</p> <p>Pattern</p> <p>Water</p> <p>Travel</p>

Our Music Curriculum Journey

The school uses the Music Express scheme. It offers a broad, deep, meaningful and practical experience for musically rich teaching and learning, in line with the statutory National Curriculum for KS1 and KS2. The scheme also mirrors and covers the intentions of the Model Music Curriculum (MMC). The scheme is carefully planned around a framework of spiral learning, and ambitious yet appropriate progression ensures that potential is continually developed, enriched and reinforced.

Early Years

Music in early years mostly takes place through continuous provision or whole class activities such as singing songs together. The children do also gain experience of playing musical instruments. Music will often be related to times of the year or particular topics the children are learning about. As they progress through nursery, they begin to learn that music is a medium you can use to express emotions and ideas, as well as beginning to develop some control in playing instruments. In Reception, children expand their repertoire of songs and refine their skills in playing instruments and singing, matching pitch and melody. They begin to work together in creating music and learn to listen more carefully and describe their responses to music. The wide range of songs and music they experience and the grounding they receive in key concepts such as pitch, melody, beat and tempo means they are well prepared for KS1.

Key Stage 1

The children begin by learning through topics that are familiar to them from early years, such as 'ourselves', 'number', 'animals'. They initially learn the basics of using their voice, keeping a steady beat and high and low pitch, before putting these together in the 'weather' unit to explore ways that music can describe the weather. In spring term Y1, they build on the autumn term learning by, for example, combining a steady beat with changes of tempo and rhythm, or exploring pitch changes through, singing, tuned instruments and listening games. They also deepen their understanding of beat by being introduced to metre, as well as the use of IT for recording sound. In summer term Y1, they combine and use elements they have already learnt for more specific purposes, e.g. how music can tell a story. They further develop their performance skills and learn songs from around the world. In Y2, we return first to 'ourselves', moving forward from Y1 as the children learn to use their voices to describe feelings and moods, and beginning to notate vocal sounds. Children further develop their understanding of descriptive sounds as they are introduced to timbre and texture. They further develop their understanding of pitch from Y1, notating changes in it. They build on the Y1 storytelling work, using storyboards and sound effects to further develop their ideas. In the final term of Y2, the children use everything they have previously learnt and bring it together to create more pieces of music, both on their own as well as learning to work together and create whole class pieces. This includes further work on notation and reading from scores.