



# Music



## CONTENT & SEQUENCING



### Inside Music: EYFS:

Central to the learning process is performing. Performing gives the child the essential tactile experience of being a musician. At the very heart of performing is the emotional experience of singing. It is a collective and personal activity, one to be shared and enjoyed with friends and it is right that singing should be the dominant performing medium at this stage of the child's musical education.

### KS1 & KS2

Central to the learning process is performing. Performing gives the child the essential tactile experience of being 'Inside Music'. At the very heart of the performing experience is the emotional experience of singing. It is a collective and personal activity, one to be shared and enjoyed with friends around you. This program makes singing the dominant performing medium at this stage of the child's musical education. Performing also includes body action and movement and the playing of instruments.

		Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
EYFS: 3-5 Year olds		Music lessons should be between 10 and 20 minutes each day. (see 'progress')					
1	First Steps: 5 - 7 years old	Units 1 - 3	Units 3 - 5	Units 6 - 8	Units 8 - 10	Units 11 - 13	Units 13 - 16
2		Units 17 - 21		Units 22 - 26		Units 27 - 30	
3	First Steps: 7 - 11 years old	Units 1 - 12 ( Revision Unit A)					
4		Units 13 - 22 (Revision Unit B)					
5		Consolidation/honing skills learnt previously in units 1 - 12					
6		Consolidation/honing skills learnt previously in units 13 - 22					



### BIG IDEAS

#### Skills & Concepts:

1. Exploring vocal sounds
- 2a. Listening and copying
- 2b. Listening and responding to music
3. Singing
4. Solo singing
5. The thinking voice
6. Pulse
7. Pitch
8. Dynamics
9. Tempo
10. Phrase
11. Rhythm
12. Timbre
13. Playing instruments
14. Being creative with music
15. Structure



### STRONG LINKS WITH ENGLISH

Research shows that good quality music learning increases phonological awareness and supports early literacy development. Rhythm is the pattern of syllables in songs and, perhaps for this reason, rhythm work has been shown to have an impact on early reading skills.

Listening and thinking will be at the centre of performing, but it is an activity that has several branches: there is listening to the teacher who will be passing on songs to the children; there is the inner voice that works with the memory, the Thinking Voice; there are the finer skills of discrimination – distinguishing one sound from another, making decisions about how a song is sung. This helps with the development of reading, writing and spelling.



### PROGRESS

#### EYFS

- Choose three to four songs (at least two of these should be core songs and one or two should include opportunities for solo singing)
- Choose one or two rhymes
- Choose one listening song (from the book or elsewhere)
- Choose one listening track (from the book or elsewhere)

#### .KS1 & KS2

Each 'Unit' consists of three teaching phases:

1. Preparation: learning new songs and revisiting others
2. Making Conscious: teaching the skill or concept
3. Practice: reinforcing and assessing new and continuing skills and understanding

The three phases will often overlap each other.