

Music at Perryfields
Linked to curriculum drivers

Key Stage 1

National Curriculum objectives	Key Vocabulary		Building Learning Power (BLP) Links	Personal Development Plan + Prepare + Practise + Perform = Success	Cultural Capital
Use their voices expressively by singing songs and speaking chants and rhymes.	Pitch Tempo Duration Dynamics Timbre	Melody, tune, high, low, round fast, slow pulse, beat, long, sustained, short, staccato, rhythm loud, quiet, bright, smooth solo, duet beginning – middle – end, phrase, verse- chorus breathing, singing, whispering, humming	Absorption, collaboration, revising when rehearsing songs, perseverance	Performances in assemblies, Christmas Nativity, Carol Concert, Grand Parent afternoons to our school community	Singing songs from different cultures and historical periods linked to theme work. Celebrating special days with traditional songs. See calendar http://projectbritain.com/specialdays/july.htm
Play tuned and untuned instruments musically.	Texture Structure Techniques	Melody, tune, high, going up, low, going down, steps – jumps - slides fast, slow pulse, beat, start, stop, long, longer, sustained, short, shorter staccato, rhythm loud, quiet, light, heavy, bright, smooth, scratchy, chiming, clicking and words to describe the qualities of sounds like rattling tinkling. Words related to sound production such as: hitting, shaking, scraping. solo, duet, ensemble beginning – middle – end, phrase, breathing, blowing, striking, hitting, shaking, plucking, strumming	Absorption Making links with listening to and singing music. Noticing when identifying patterns in music. Imitation when copying melodies etc. to learn to play an instrument. Perseverance, collaboration, revising when perfecting a piece of music.	Assemblies Develops Confidence and links with our BLP skills	Use different instruments such as Djembe drums, castanets etc., learning their origins and the reasons that they are included in musical pieces
Listen with concentration and understanding to a range of high-quality live and recorded music.		Melody, high, low fast, slow pulse, beat, rhythm loud, quiet bright, smooth Words related to musical instruments solo, duet, ensemble beginning – middle – end, phrase	Absorption Imagining when listening to music to use music to tell stories etc. Noticing when identifying patterns in music.	Visit of Sandwell Music service and other external music providers e.g. 'Rock Steady' to perform. Visit of other music providers throughout the year – e.g. Chinese New Year	'Monday Morning Music' listened to introduce a wide range of musical genres. These link to special days and months – e.g. Black History Month, Diwali, St. George's Day etc.

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			Capitalising – comparing music to own experiences of music.	dancing, African Drumming Workshop.	Picture News – where relevant showing musical performances/celebrations
Make and combine sounds using the inter-related dimensions of music.		All of the above	Perseverance when practising to perform. Collaboration when creating songs/music to perform for others.	School performances in assemblies and concert throughout the year.	Perform a variety of musical genres, linked to Theme work where applicable.
		Oracy Links to oracy see oracy progression maps.			

Vocabulary to be recapped and extended throughout teaching and used when listening, playing or singing.

Vocabulary:

Vocabulary to be displayed during lessons and around 'Monday Morning Music' displays if possible for reference.

BLP:

Many BLP skills link to learning, such as absorption, managing distractions and perseverance and therefore may appear in most thematic lessons. Depending on objective, BLP skills will apply and teachers to choose relevant BLP skills and display/discuss for each lesson.

Personal Development:

Opportunities are sought to develop pupils individual talent, along with, a sense of collaborative responsibility and self-confidence.

Cultural Capital:

In order to prepare children for future success, we ensure that music in the school broadens their knowledge of many genres of music. We develop the children's appreciation of music by their active participation in musical activities throughout the year.