



Music at Rickleton Primary  
School  
September 2023

# Dfe Updates



In June 2022 the government published **‘The power of music to change lives: A National Plan for Music Education.’** This plan builds on the Model Music Curriculum and provides clear information for schools about the expectations for music education from EYFS to KS4.

*‘This country has a proud history of musicmaking. Down the generations, **music has enriched our national identity, our community and our economy. Music education is essential to safeguarding and extending the musical life of our country for generations to come.***

*Excellent music education opens opportunities, but it is not simply a means to an end: it is also an end in itself. It gives children and young people an opportunity to express themselves, to explore their creativity, to work hard at something, persevere and shine. These experiences and achievements stay with them and shape their lives. That is why music is an essential part of a broad and ambitious curriculum for all pupils. It must not be the preserve of the privileged few. Music should be planned and taught as robustly as any other foundation curriculum subject, as exemplified in the Model Music Curriculum...’*

*‘We publish this refreshed plan, The Power of Music to Change Lives, with the **clear ambition to level up musical opportunities for all children, regardless of circumstance, needs or geography...** In our refreshed plan, which sets out our vision to 2030, we place a renewed emphasis on opportunities for all, from early years through to further and higher education and careers, with clear progression paths. We have the same high ambitions for children with special educational needs and disabilities as for every child, and the plan is clear that everyone must be able to participate.’*

The plan sets out clearly that there is an expectation of high-quality music in schools. The idea is to help support more schools and teachers to improve their provision and deliver better outcomes.



*'Music is a cornerstone of the broad and balanced education that every child should receive. It touches hearts and minds, it celebrates and challenges, and it connects us and moves us.'*

*In the same way that we teach children literacy and numeracy to prepare them for adult life, we must also give them the musical tools they need for a lifetime of music-making and enjoyment.*

*For some, music will be the foundation of a career in one of the country's most important and globally-recognised industries. For others, it will provide experiences and skills which develop their creativity. For many, music will simply be a source of joy, comfort and companionship throughout their lives.'*

The three goals of the NPME are as follows.

- 1. All children and young people receive a high-quality music education in the early years and in schools.**
- 2. All music educators work in partnership, with children and young people's needs and interests at their heart.**
- 3. All children and young people with musical interests and talents have the opportunity to progress, including professionally.**

# Music in the Early Years Settings.



A strong foundation of music in the early years is vital for all children, but particularly for disadvantaged children or children with SEND. All early years providers are required to deliver an educational programme in Expressive Arts and Design as part of the early years foundation stage (EYFS) statutory framework, for children from birth to age five.

By the end of the EYFS, children at the expected level of development should be able to: sing a range of well-known nursery rhymes and songs, perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time.

## Music within the EYFS Framework

Music			
Three and Four-Year-Olds	Communication and Language		<ul style="list-style-type: none"> <li>• Sing a large repertoire of songs.</li> </ul>
	Physical Development		<ul style="list-style-type: none"> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> </ul>
	Expressive Arts and Design		<ul style="list-style-type: none"> <li>• Listen with increased attention to sounds.</li> <li>• Respond to what they have heard, expressing their thoughts and feelings.</li> <li>• Remember and sing entire songs.</li> <li>• Sing the pitch of a tone sung by another person ('pitch match').</li> <li>• Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>• Create their own songs, or improvise a song around one they know.</li> <li>• Play instruments with increasing control to express their feelings and ideas.</li> </ul>
Reception	Communication and Language		<ul style="list-style-type: none"> <li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>• Learn rhymes, poems and songs.</li> </ul>
	Physical Development		<ul style="list-style-type: none"> <li>• Combine different movements with ease and fluency.</li> </ul>
	Expressive Arts and Design		<ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>• Explore and engage in music making and dance, performing solo or in groups.</li> </ul>
ELG	Expressive Arts and Design	Being Imaginative and Expressive	<ul 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>



## Key Learning

### Listen and Respond

<u>Knowledge</u>	<u>Skills</u>
<ul style="list-style-type: none"> <li>To know nursery rhymes off by heart (number tbd)</li> <li>To know the stories of some of the nursery rhymes</li> </ul>	<ul style="list-style-type: none"> <li>To learn that music can touch your feelings</li> <li>To enjoy moving to music by dancing, marching or acting.</li> </ul>

### Explore and Create

<u>Knowledge</u>	<u>Skills</u>
<ul style="list-style-type: none"> <li>To know that we can move with the pulse of the music</li> <li>To know that the words of songs tell stories and paint pictures</li> </ul>	<ul style="list-style-type: none"> <li>To find and copy the pulse in music</li> <li>To copy basic rhythm patterns</li> <li>To explore high and low using voices.</li> <li>To listen to high and low pitch sounds on a glockenspiel</li> <li>To experiment making high and low sounds on a glockenspiel.</li> <li>To invent two note patterns to accompany a song.</li> <li>To play two pitched notes to invent musical patterns.</li> </ul>

### Singing


<u>Knowledge</u>	<u>Skills</u>
<ul style="list-style-type: none"> <li>To sing or rap nursery rhymes and topic related songs from memory, including songs learned in Tiny Tweeties, Big Sing and Maths lessons.</li> <li>To know songs have sections, beginning to understand verse and chorus.</li> </ul>	<ul style="list-style-type: none"> <li>To sing along with pre-recorded song and add actions, including the Nativity songs.</li> <li>To sing along with a backing track.</li> </ul>

### Share and Perform

<u>Knowledge</u>	<u>Skills</u>
<ul style="list-style-type: none"> <li>To know that a performance is sharing music</li> <li>To know that poetry can be performed</li> </ul>	<ul style="list-style-type: none"> <li>To perform a nursery rhyme or topic song by singing and adding in actions or dance.</li> <li>To perform a song adding a simple instrumental part</li> <li>To talk and appraise recorded performance.</li> <li>To use instruments to assist performance of songs.</li> </ul>



## Music Planning – Autumn Term - Nursery

Autumn Term 2							
<p><b>Focus: Share and Perform</b></p> <p><b>Teaching Points:</b></p> <ul style="list-style-type: none"> <li>Pitch is high and low sounds.</li> <li>Body percussion can be used to enhance songs.</li> <li>We use pitch and tone when we sing songs.</li> </ul>							
Teaching Ideas	Week 1 Week Beginning: 31 <sup>st</sup> October 2022	Week 2 Week Beginning: 7 <sup>th</sup> November 2022	Week 3 Week Beginning: 14 <sup>th</sup> November 2022	Week 4 Week Beginning: 21 <sup>st</sup> November 2022	Week 5 Week Beginning: 28 <sup>th</sup> November 2022	Week 6 Week Beginning: 5 <sup>th</sup> December 2022	Week 7 Week Beginning: 12 <sup>th</sup> December 2022
	Taught Session/ Enhancement	Taught Session/ Enhancement	Taught Session/ Enhancement	Taught Session/ Enhancement	Taught Session/ Enhancement	Taught Session/ Enhancement	Taught Session/ Enhancement
	LO: To learn how to vary the tone and pitch of a familiar song and pitch match.	LO: To identify familiar songs from their tune.	LO: To join in with action songs	LO: To join in with action songs.	LO: To practise and perform hand rhymes/games.	LO: To learn songs off by heart	LO: To learn songs off by heart
	<p>Rain, Rain</p> <p>Varying the tone and pitch of the song: Rain rain, go away, Come again another day!</p> <p>What do you notice about the way the song was sung? (Quiet, loud, slow, fast, high, low)</p>	<p>Name that Tune</p> <p>Gather into a circle. Hum a well-known tune for the children to join in with and guess the tune. Can the children have a turn for the others to guess? What song does it remind you of? Could it be another – if so, what? What makes it similar to? Can you guess...? What can you think of?</p>	<p>Shake Your Sillies Out</p> <p>Using movement as required, introduce children to the 'Shake Your Sillies Out' song (on YouTube). Is there another action we could add? Can you follow the actions?</p>	<p>Head, Shoulders, Knees and Toes</p> <p>Sing Heads, Shoulders, Knees and Toes. The speed can be gradually increased as the children become familiar with it, or slowed down.</p>	<p>Story Time Clap</p> <p>While you read a story to the children, you can have them clap along. Every time you mention a particular word, such as 'bear', the children must clap on the word.</p> <p>Variations: Tell your own story, change the difficulty such as doing multiple words or even phrases. What is the focus word?</p>	<p>Nativity Performance</p> <p>Children will practise the Nativity songs and will use these to perform to an audience.</p>	<p>Nativity Performance</p> <p>Children will practise the Nativity songs and will use these to perform to an audience.</p>
Resources	None Needed	None Needed	Shake Your Sillies Out Video	None Needed	Familiar Stories	Out of the Ark Nativity Songs	Out of the Ark Nativity Songs

\*During 'Singing' time, pupils will also have exposure to Winter/Christmas songs through Tiny Tweeties, Charanga and Big Sing. Pupils will also take part in a Nativity performance at the end of the Autumn term. This will include being introduced to and using a range of percussion instruments.




# EYFS cont.

## Music Planning – Autumn Term - Reception

As well as classroom based music learning and exploration EYFS pupils also:

- Subscribe to Tiny Tweeties. An interactive music platform.
- Enjoy sessions with music visitors who come into school.
- Enjoy parent workshops to get parents involved in music making, exploring sound and creating their own instruments.
- Have opportunities to perform in front of live audiences.
- Attend weekly singing sessions with KS1.

Autumn Term 2							
<b>Focus: Rhythm</b> <b>Teaching Points:</b> <ul style="list-style-type: none"> <li>• The pulse is a foundation; the rhythm is a building block over the foundation.</li> <li>• A rhythm is long and short sounds over a steady beat (the pulse)</li> <li>• Rhythms can be fast, slow, smooth, bumpy, long, short.</li> <li>• A rhythm can change but the pulse stays the same.</li> </ul>							
Autumn Term 2							
	Week 1 Week Beginning: 31 <sup>st</sup> October 2022	Week 2 Week Beginning: 7 <sup>th</sup> November 2022	Week 3 Week Beginning: 14 <sup>th</sup> November 2022	Week 4 Week Beginning: 21 <sup>st</sup> November 2022	Week 5 Week Beginning: 28 <sup>th</sup> November 2022	Week 6 Week Beginning: 5 <sup>th</sup> December 2022	Week 7 Week Beginning: 12 <sup>th</sup> December 2022
	Taught Session/ Enhancement	Taught Session/ Enhancement	Taught Session/ Enhancement	Taught Session/ Enhancement	Taught Session/ Enhancement	Taught Session/ Enhancement	Taught Session/ Enhancement
	LO: N/A	LO: To follow a simple rhythm	LO: To copy back a simple rhythm	LO: To copy a more complex rhythm To listen carefully and not copy the 1,2,3,4,5 rhythmic pattern	LO: To learn songs off by heart	LO: To learn songs off by heart	LO: Review and talk about their own performance
Teaching Ideas	Collaborative Learning Week  <b>Tiny Tweeties Halloween Songs on Monday</b> 	Can the children follow a simple rhythm?  Begin by clapping: 1-2-3-4-5. Repeat a few times.  Then get the children to chant: Tea, tea, coffee, tea Explain that this is a beat the tea is a single note, whilst the coffee is a double. Show the simple notation by drawing the lines and ask the chn to follow and say tea etc...  Then play the song 1,2,3,4,5 Once I caught a fish alive. Encourage the children to join in with the song. Teach lyrics if necessary.  Then model body percussion – can the children clap to keep the beat at the same time as singing?	Listen to the rhythm and play it back using your hands to clap.  Children to copy simple and more complex rhythmic patterns.  Stop video at 4 minutes 20 seconds. Children to practise in pairs.	Can the children remember the rhythmic pattern from the song 1,2,3,4,5 Once I caught a fish alive. 1-2-3-4-5. Ask the chn to clap the pattern.  Start video at 4 minutes 25 seconds.  Children to listen to the rhythmic patterns and copy them back but NOT the 1-2-3-4-5 pattern.	To practise the nativity songs using actions  Children will practise the Nativity songs and will use these to perform to an audience.	To practise the nativity songs using actions  Children will practise the Nativity songs and will use these to perform to an audience.  05.12.22	To watch the video of their rehearsal and talk about the performance skills in action
Resources	N/A	1,2,3,4,5 Once I caught a fish alive song	PowerPoint with video links	PowerPoint with video links Tardis Education Links	Out of Ark Nativity Songs	Out of Ark Nativity Songs	Recording of Nativity.
Tiny Tweeties Songs	<b>Christmas:</b> Jingle Bells, Away in a Manger, Silent Night, We Wish you a Merry Christmas, When Santa got stuck up the Chimney <b>Winter:</b> Icy toes, Chilly nose, Friendly Happy Snowman, wrap up, wrap up <b>Around the World – It's Firework Night</b>						



A broad and balanced education.

New themes:

- Musical Theatre
- Rhythmic Chants
- 20<sup>th</sup> Century Classical
- Action Songs
- Rap Music
- Traditional Songs
- Sea Shanties
- Salsa Music
- Gospel
- Habanera – Music of Spain
- Islamic Songs
- Jazz/Grove Music
- Swing Music
- 1970s Soul
- Keyboard Tuition
- Ukulele Tuiton
- Boom Whacker Tuition
- Recorder Tuition
- Ocarina Tuition
- Glockenspiel Tuition



In KS1 and KS2 new planning is being rolled out on a termly basis.

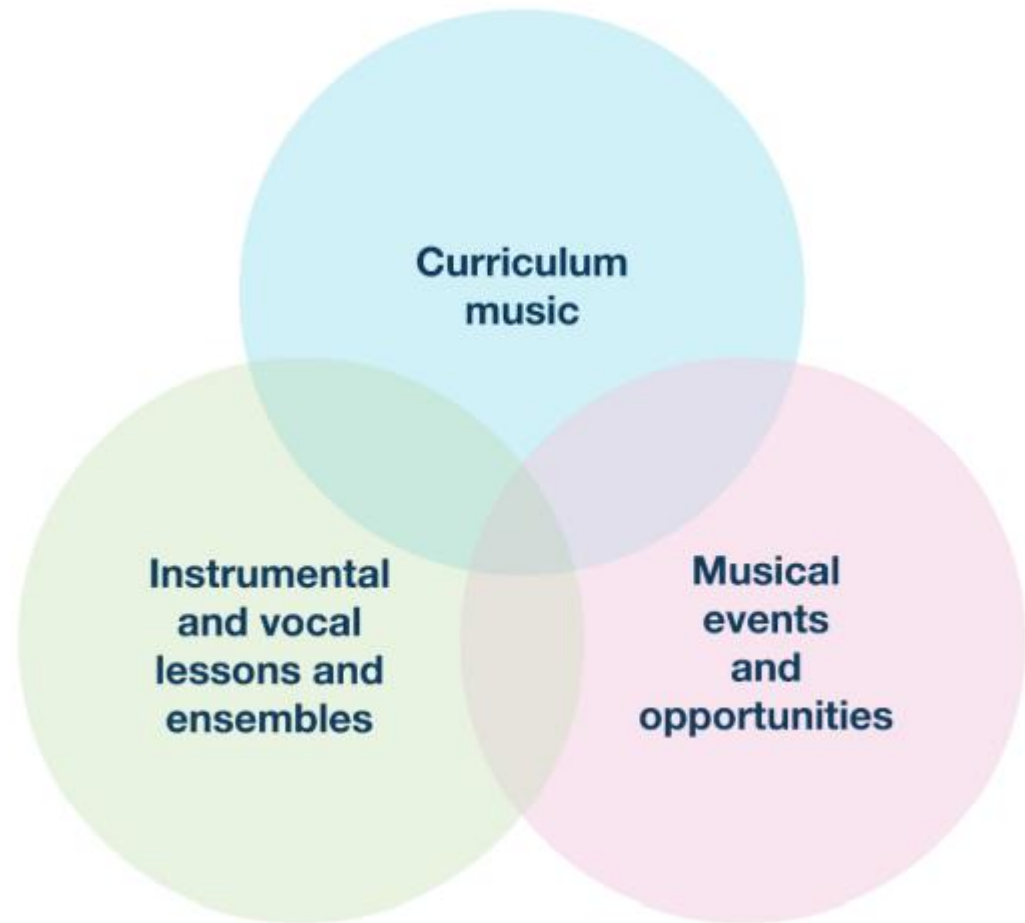
# Music in KS1 and KS2.



Schools should aim high with their music provision, to embed and exceed the national curriculum and to support their pupils to realise their musical potential.

A high-quality school music education consists of three distinct, but interlinked areas of provision.

- Curriculum music, compulsory from key stages 1-3.
- Instrumental and vocal lessons, and ensemble membership.
- Musical events and opportunities, such as singing in assembly, concerts and shows, and trips to professional concerts.



These three areas, which should be accessible to all pupils, build on each other, starting from a foundation set in curriculum music time, supporting progression through cocurricular learning, playing and creating, and enriching this with musical experiences.



## Key features of high-quality school music provision

- Timetabled curriculum music of at least one hour each week of the school year for key stages 1-3.
- Access to lessons across a range of instruments, and voice.
- A school choir and/or vocal ensemble.
- A school ensemble/band/group.
- Space for rehearsals and individual practice.
- A termly school performance.
- Opportunity to enjoy live performance at least once a year.

Our pupils have access to all of this!



Rickleton Primary School – Medium Term Planning	
YEAR 1 – AUTUMN 1 – MUSIC	
The Menu Song	Musical Focus: Active listening, keeping a steady beat, developing a sense of pitch, echo singing.
Key Learning – NC/MMC	Expectations
<ul style="list-style-type: none"> <li>• to listen with concentration and understanding to a range of high-quality live and recorded music.</li> <li>• to know that music has a steady pulse, like a heartbeat and respond to the pulse in recorded/live music through movement and dance.</li> <li>• to play tuned and un-tuned instruments musically.</li> <li>• to play classroom percussion, playing repeated patterns (ostinato) and short pitched patterns on tuned instruments to maintain a steady beat.</li> <li>• walk, move, or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</li> <li>• sing songs with a very small range, mi-so, then slightly wider.</li> <li>• Sing a wide range of call-and-response songs to control vocal pitch and to match the pitch they hear with accuracy.</li> </ul>	<p><b>WTS:</b> With support, children participate in creating a dramatic group performance using kitchen-themed props. They are beginning to copy a leader in a call-and-response song, waiting their turn to sing. Children can sing a cumulative song from memory, using visual resources to support remembering the order of the verses. They are beginning to play classroom instruments on the beat. With support, children can listen and begin to show a personal response to the style of music. They can begin to move in time to the song.</p> <p><b>EXS:</b> Children participate in creating a dramatic group performance using kitchen-themed props. They can copy a leader in a call-and-response song, waiting their turn to sing. Children can sing a cumulative song from memory, remembering the order of the verses. They can play classroom instruments on the beat. Children can listen carefully and show a personal response to the style of music. They can move in time to the song.</p> <p><b>Challenge:</b> Children can participate in creating a dramatic group performance using kitchen-themed props. They can copy a leader in a call-and-response song and begin to take the lead in some sections. Children can confidently sing a cumulative song from memory, remembering the order of the verses. They can begin to sing solo lines. They can play classroom instruments on the beat and begin to take solo lines. Children can listen carefully and show a detailed personal response to the style of music. They can confidently move in time to the song, and respond to changes in tempo.</p>
	Key Vocabulary
	<p><b>Duration:</b> rhythm, rest, march on the beat.</p> <p><b>Structure:</b> echo, call-and-response, cumulative.</p> <p><b>Tempo:</b> beat.</p> <p><b>Timbre/texture:</b> walking bass.</p>

# KS1 and KS2 cont.

LO: To sing a song from memory. Use voices expressively and creatively by singing songs and speaking chants and rhymes.

Listen and Appraise:

Watch the clip of 'Be our guest' and/or 'Food, glorious food!'. Discuss children's initial responses and discuss musical elements, e.g. tempo, beat, structure etc.

Physical Warm Up/Vocal

Warm Up: What food related actions or gestures did you see in each performance? Copy some of these and generate some of your own, e.g. stir the mixture. Warm up faces by over exaggerated chewing.

Main:

Listen to The Menu Song. Identify this as a cumulative song that refers back to past lines so verses get longer each time. Learn the melody of the song. Take small sections at a time. Notice how the first two phrases start with the same tune but end differently – the first goes down, the second rises in pitch. The high note needs to be just as strong and secure as the notes that precede it, without any loss of tone, so allow it to flow naturally and musically out of the phrase.

LO: To sing a song from memory. To walk, move, or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.

Physical Warm Up/Vocal

Warm Up: Cook a fantasy cake with actions. Then pretend to eat the cake and warm up voices, e.g. Mmmm.

Musicianship: Play 'Copy my actions.' A game about finding the beat by copying the actions of others. Play musical statues listening game - Tell children they are going to alternate between standing very still and marching on the spot. They will need to listen very carefully to the words and the music to know when to move and when to stand still.

Main:

Have a quick listen to the song as a reminder of the words and rhythm. Recap the order of foods for each day of the week while tapping a slow, steady beat. The aim is to eventually memorise them. Organise the class into two halves – one half to keep the beat, the other to chant the words. Keep the beat slow and steady using this combination of actions: Pat legs, pat legs, clap hands, clap hands. Once secure, add the chant over the top: Switch the groups over so everyone gets a chance to try both parts. Sing through the song with the performance track. Then try it with just the backing track using the word signs to help children remember the order of dishes.

LO: To walk, move, or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. To learn songs with pitched words - mi-re-do.

Physical Warm Up: Play 'Copy my actions.' A game about finding the beat by copying the actions of others.

Musicianship: Walking Bass. Children re-cap their understanding of beat and rhythm. Encourage children to listen out for the walking rhythm played by an instrument called the double bass. It plays a 'walking bassline', so called because it sounds like it is walking up and down the notes. Can children walk their fingers on the palm of their hand when they hear it? What is pitch? Is the walking bass pitch high or low?

Progression Snapshot –

Introduce the song, 'Rain is falling down.' Pupils learn the song and actions. Explain the actions show the shape of the pitch moving up and down. Children learn the song and the actions. Invite some children to take the lead while the rest of the group echo them, or maybe pairs of children could lead if they are brought in with a 'Ready, steady, off we go!'. Once children can sing the song with 'rain' actions, move on to learn the solfa for mi, re, and do.

Perform the song 'rain is falling down'

LO: Use percussion instruments to improvise to a backing track. To play un-tuned instruments musically.

Vocal Warm Up: Sing 'Rain is falling down' with actions.

Listen and Appraise:

Watch the clip of 'The Herring Song' a traditional song by Chris Haslam. Discuss children's initial responses and discuss musical elements, e.g. cumulative call and response song, tempo, beat, structure etc.

Musicianship: What is beat?

What is tempo? Discuss children's prior knowledge. Recap the order of foods in 'The menu Song' for each day of the week while tapping a slow, steady beat. Organise the class into two halves – one half to keep the beat, the other to chant the words. Keep the beat slow and steady using this combination of actions: pat legs, pat legs, clap hands, clap hands.

Main: Improvise playing percussion instruments. Can children play contrasting rhythms to match the music changing between a slower and faster tempo? For example, play on beats 1 and 3 in the slower moving section and on every beat in the faster moving section?

Allow children time to explore improvising to the backing track.

LO: To rehearse a song with a backing track. To play un-tuned instruments musically.

Physical Warm Up/Vocal

Warm Up: What food related actions or gestures did you see in each performance? Copy some of these and generate some of your own, e.g. stir the mixture. Warm up faces by over exaggerated chewing.

Main: Practise again the order of foods for each day of the week while tapping a slow steady beat. Hopefully by now children can keep the beat and sing the words at the same time.

Following on from Lesson 4, where they improvised accompaniments to the song, this lesson children are going to make decisions about which percussion instrument to use with each menu item, and practise performing them in the correct order. Include 7 different percussion instruments and 7 groups/soloists to play those instruments.

LO: To take part in a performance. To play instruments and sing a song from memory.

Physical Warm Up/Vocal

Warm Up: What food related actions or gestures did you see in each performance? Copy some of these and generate some of your own, e.g. stir the mixture. Warm up faces by over exaggerated chewing.

Main: Rehearse the final performance one more time before performing it. This could be for the opposite class, or another year group, a small group of adults or video to add to class dojo page for adults at home to watch.

Perform: Children give a final performance. Try to include props and items of costume if available, e.g. chef hat etc.

Evaluation:

Children watch back the video of their performance and identify 3 things that were done well. Try to encourage use of musical vocabulary in their evaluations, e.g. pitch, tempo, beat, rhythm, expressive voice etc.



# KS1 and KS2 cont.

<p><b>Recording:</b> <b>CLP</b> - Children will express a personal response to the music which should be recorded on a whole class collaborative learning PowerPoint. Key themes/vocabulary may be added to whole class vocabulary/music banks. <b>Video</b> – Record first attempt at singing the Menu Song.</p>	<p><b>Recording:</b> <b>CLP</b> – Video children finding the beat during musicianship activities. <b>Video</b> – Record the class working in two halves, one keeping the beat and one chanting the words.</p>	<p><b>Recording:</b> <b>Progression Snapshot</b> – Record the children singing the song ‘Rain is falling down’ with actions that show the moving pitch.</p>	<p><b>Recording:</b> <b>CLP</b> – Record children playing percussion instruments as they improvise. <b>Challenge</b> – Can children use notation (dot notation) to record what they have played?</p>	<p><b>Recording:</b> Children rehearse The Menu Song with singing and percussion instruments.</p>	<p><b>Recording:</b> <b>Video</b> – Record final performance of ‘The Menu Song’ with singing and instruments. <b>CLP</b> – Add evaluations to the CLP. Ensure use of musical terminology in these.</p>
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Listen and Appraise: 'Be our guest'

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Listen and Appraise: 'Food, glorious food'

7

What food actions did you see in the two 'food' related videos?

8

Listen to Menu song

9

10

Lesson 2

**Listen to Menu song**

● How many different dishes were there on the menu?  
Can you list any below?

**Lesson 1**

**Main:**

Listen to The Menu Song.

[Menu song](https://www.singup.org)

<https://www.singup.org/song-bank/song/173-menu-song>

Identify this as a cumulative song that refers back to past lines so verses get longer each time.

Learn the melody of the song. Take small sections at a time.

Notice how the first two phrases start with the same tune but end differently – the first goes down, the second rises in pitch.

The high note needs to be just as strong and secure as the notes that precede it, without any loss of tone, so allow it to flow naturally and musically out of the phrase.

**BRAND NEW Sing Up Music**

Music curriculum ages 3 - 11 >

NURSERY TO YEAR 6  
New Sing Up Music scheme

**English Model Music Curriculum Scheme v2**

Scheme Overview and Documentation can be found below the grid.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>1</b> PLANNING & DOCUMENTS	My Musical Heartbeat 1 2 3 4 5 6	Dance, Sing and Play! 1 2 3 4 5 6	Exploring Sounds 1 2 3 4 5 6	Learning to Listen 1 2 3 4 5 6	Having Fun with Improvisation 1 2 3 4 5 6	Let's Perform Together! 1 2 3 4 5 6
<b>2</b> PLANNING & DOCUMENTS	Pulse, Rhythm and Pitch 1 2 3 4 5 6	Playing in an Orchestra 1 2 3 4 5 6	Inventing a Musical Story 1 2 3 4 5 6	Recognising Different Sounds 1 2 3 4 5 6	Exploring Improvisation 1 2 3 4 5 6	Our Big Concert 1 2 3 4 5 6
<b>3</b> PLANNING & DOCUMENTS	Writing Music Down 1 2 3 4 5 6	Playing in a Band 1 2 3 4 5 6	Compose Using Your Imagination 1 2 3 4 5 6	More Musical Styles 1 2 3 4 5 6	Enjoying Improvisation 1 2 3 4 5 6	Opening Night 1 2 3 4 5 6
<b>4</b> PLANNING & DOCUMENTS	Musical Structures 1 2 3 4 5 6	Exploring Feelings When You Play 1 2 3 4 5 6	Compose with Your Friends 1 2 3 4 5 6	Feelings Through Music 1 2 3 4 5 6	Expression and Improvisation 1 2 3 4 5 6	The Show Must Go On! 1 2 3 4 5 6
<b>5</b> PLANNING & DOCUMENTS	Melody and Harmony in Music 1 2 3 4 5 6	Sing and Play in Different Styles 1 2 3 4 5 6	Composing and Chords 1 2 3 4 5 6	Enjoying Musical Styles 1 2 3 4 5 6	Freedom to Improvise 1 2 3 4 5 6	Battle of the Bands! 1 2 3 4 5 6
<b>6</b> PLANNING & DOCUMENTS	Music and Technology 1 2 3 4 5 6	Developing Ensemble Skills 1 2 3 4 5 6	Creative Composition 1 2 3 4 5 6	Musical Styles Connect Us 1 2 3 4 5 6	Improvising with Confidence 1 2 3 4 5 6	Farewell Tour 1 2 3 4 5 6

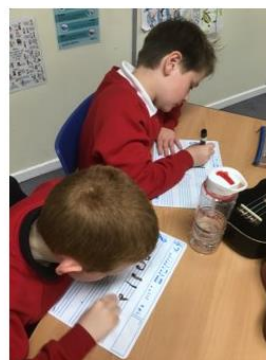
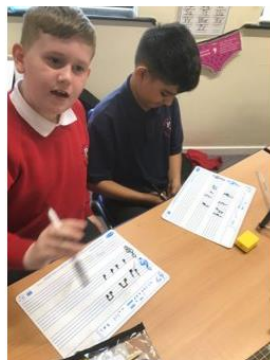
LO: To understand, play and compose pitch patterns



The children began by singing simple pitch patterns. They changed the pitch of their voices and used actions to create their own. They then composed pitch patterns using F, G and A. They performed these on the glockenspiel.

LO: Read and play short **rhythmic phrases** at sight, using symbols for known rhythms.

### Understanding Music



Children in Y2 (Y1 and EYFS too) began to learn new songs for the summer term. They learnt about matching the pitch of their singing to the given notes.



# Music Development Plan for RPS.



1. To renew planning for music to ensure all pupils receive a high-quality music provision.
2. Ensure all pupils continue to enjoy enrichment opportunities relating to music through live performance, visits and visitors.
3. To ensure music technology is used effectively as a creative tool, and in enhancing teaching to make music more accessible and inclusive, allowing all children to reach their full potential, regardless of their ability.



# Rickleton Primary School Vision



What do we want for our pupils?

Our vision is that every child at Rickleton Primary School feels happy and has a passion for learning. This is the result of a rich and varied curriculum driven by excellent teaching and access to a wealth of exciting, challenging and motivating opportunities. All children will come to a safe and inclusive school, where everyone is celebrated for who they are.

We believe that children should be curious about their learning. Through our engaging curriculum, we ensure that children can foster a passion for learning that will help to develop high aspirations and a lifetime of memories. We believe in ensuring that children receive a well-rounded curriculum; where individual talents can be spotted and nurtured to ensure that all children experience success and reach their full potential.

