

## Musicianship learning experience at Merry Hill

### Our Vision (Intent)

Our music delivery focusses on the development of skills in performing, listening and composing with the following three pillars of progression supporting this:

1. Technical – ability to control sound using your voice, an instrument or music technology. Ability to use musical notation such as staff notation.
2. Constructive - Knowledge of the musical elements/interrelated dimensions of music and knowledge of the components of composition.
3. Expressive - musical quality, musical creativity and knowledge of musical meaning across the world and time these?

Developing musicianship at Merry Hill will equip our pupils with the knowledge and skills to learn, grow and develop in a positive way ready for their next stage of learning. Our Merry Hill Young Musicians learn from a music curriculum that is topic based, cross-curricular, musically diverse and accessible to non-music readers. Our children progress to Junior school with the ability to play a recorder and the confidence to perform in front of an audience. We help to develop the children's understanding and sense of the most fundamental elements of music: beat, rhythm, and pitch. Throughout EYFS, Year 1 and 2, the children will repeatedly practise and harness their knowledge and understanding of singing, listening and composing.

As with all skills, with practice, our children can develop and progress, and giving children regular opportunities to participate in a progressive series of musical activities can really help to embed knowledge, skills, and understanding, enabling them to develop strong musical foundations, which may have a profound impact across many areas of their learning. Working alongside 'Sing Up Music' provides as a foundation to deliver a creative, varied, and engaging programme of high-quality classroom music that sets out the knowledge, skills and understanding to be gained by all pupils at each stage of learning, including Early Years Foundation Stage.

Learning Music at Merry Hill is underpinned by our drivers; 'Communication', 'Collaborative Learner', 'Ambitious Learner', 'Curious Learner' and 'Healthy Learner' to enable and encourage all pupils to engage in music throughout their time at Merry Hill and beyond.

As pupils progress throughout their time at Merry Hill, as a Musician, they will be able to think critically and develop a more rigorous understanding to:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

## How we plan and teach Music (Implementation)

Music is taught through termly whole school topics, focusing on the knowledge and skills within Development Matters (Non-statutory framework for the Early Years Foundation stage) and the National Curriculum whilst also building on the interests of our children and taking into account our area and context.

Within lessons you will see:

- Planned first hand experiences, exploring a range of musical instruments, sounds and musical artists.
- Cultural capital celebrated through our inspirational artist focus and rich diverse music.
- Talk partners in every lesson and in assemblies, promoting use of subject specific language
- Children given time to provide feedback to each other based on performances
- Associate language with concepts
- Exposure to different artists
- Teacher explicitly teaching musical language and modelling language in a range of contexts
- Performance opportunities for the children to show their music in small groups or independently
- Pupils provided with opportunities to apply their acquired knowledge to more complex examples in KS1
- Retrieval practice embedded in sessions where children reflect on previous music lessons and build upon these skills

Through the delivery of music lessons following 'Sing Up', children will have the opportunities to develop:

### **Active music making**

By using movement and songs, pupils become actively engaged in the learning process and can have fun at the same time.

### **Sound before symbol**

Children have the opportunity to learn through discovery. They learn about the sounds first before linking the sounds to symbols.

### **A multi-sensory approach**

Music is invisible, an abstract medium, and to understand it deeply, it's helpful to experience it in a variety of ways – through rhythmic movement, gesture, song, notations, and so on. If they can feel it, see it, and hear it, children will develop a much fuller understanding of music and its individual elements.

## Intended Impact on...

### **Pupil Voice**

Children are inquisitive, asking questions about their surroundings and the people within their community. Children are retaining and correctly applying subject specific vocabulary. Children can articulate how their prior learning has helped them within that lesson when watching each other's performances. They also feedback to each other; offering next steps and ideas for improvements as well as saying what they think performance has achieved.

### **Evidence in Knowledge and Understanding**

Pupils make links between previous learning and can apply knowledge in more complex examples. Our diverse community allows us to expose children to a range of musical genre and artists, which celebrate the heritage of our families. The children develop knowledge that broadens their understanding of music beyond the UK. Year 2 children develop the skills to be able to learn how to play the recorder with their class.

### **Application of music**

Music is taught progressively and taught at a pace that is appropriate to each (individual) child. Our children enjoy music in and out of their classrooms, including outside on the playground where children sing and dance to a variety of musical influences. Teacher's knowledge and understanding ensures that skills taught match at least those listed in National Curriculum Objectives and or the programme of study. The children have opportunities to practice and use their musical knowledge during school performances in assemblies, Nativities and end of year productions.

### **Outcomes**

At the end of each year we expect the children to achieve at least ARE for their year group. Some children will progress further and achieve greater depth. Children who have gaps in their knowledge receive appropriate support and interventions to enable them to keep up with our curriculum. They will be able to learn and sing a range of different songs and rhymes. Children will be well prepared for their next phase of learning. The children in year 2 will be able to play the recorder by the end of the year.

An overview of our Merry Hill Topic						
	Autumn Term Time Travellers <i>Within this topic pupils will develop an understanding of music through the years. The music the children listen to music, make comparisons and compose music through their expose of music from the past to now.</i>		Spring Term Dig a Little Deeper <i>Within this topic pupils will understand the effects on changing seasons and how music can reflect this. The children will 'digging deeper' into musical influencers and how music helps to celebrate different cultures and environments.</i>		Summer Term Summer Fun <i>Within this topic pupils will develop a greater understanding of how music inspires different times of year. The children will be making links between poems and stories set during summer and music. They will understand how music reflects mood and how different genres can come from different countries.</i>	
<b>EYFS</b>	<p><b>Ourselves (link to phase 1 phonics)</b> – begin to listen to sounds of animals and transport from the past until now.</p> <p><b>Space</b> – Use instruments to accompany a story 'Whatever Next'.</p>	<p><b>Celebrations</b> - Copy a simple beat given by an adult.</p> <p><b>Journeys</b> – Use instruments to describe what they see, hear and feel whilst outside Making vocal sound effects</p>	<p><b>Dinosaurs /Animals-</b> Learning to sing and chant animal nursery rhymes.</p>	<p><b>Growing</b> – Old MacDonald had a farm focus. Listen to songs that tell a story or describe an idea. Retell the story to a friend.</p> <p><b>Environment</b> – Exploring Africa and how music celebrates the African culture. African music area in classroom. World music and instruments from a range of cultures.</p>	<p><b>Sea Animals -</b> Aquarium by Camille Saint-Saëns book focus. Listen to songs that tell a story or describe an idea. Retell the story to a friend. World music and instruments from a range of cultures.</p>	<p><b>Comparisons</b> – listening to sounds and music. What does it make you think of?</p> <p><b>Road Safety</b> – Linking sounds to what they might hear outside.</p>
<b>Year One</b>	<p><b>Merry Hill School</b> Songs sung during the Victorian days (when school first opened). Jack and the Beanstalk Retelling stories using chanting and instruments. Linking traditional tales to the past. Listen to variety of genres of music (in Music lessons and as part of PE, early work, continuous provision.). Copy a simple rhythm.</p>		<p><b>Significant people in music (Evelyn Glennie)</b> Listening to and learn about the work of a famous musician and use this as inspiration to create their own work. Use a Evelyn Glennie's work to create their own piece of music and share their own ideas, experiences and imagination</p>		<p><b>UK and surrounding seas</b> Retelling stories using chanting and instruments. Linking poetry of the summer. Developing listening skills to identify instruments, genres from music linked to the summer. Compose own piece of music using tuned and untuned percussion instruments using pitch, rhythm, duration, dynamics linked to the summer.</p>	

	Compose by experimenting with sounds to create aquarium inspired music and draw sounds using graphic symbol Compare different genres and examples of music from the past and present - to express preferences.	Compare their work to that of famous musician saying what is similar and what is different about the work.	Evaluate music and others by providing feedback.
<b>Year Two</b>	<b>The Great Fire of London</b> – songs sung during this period of time. Using instruments to retell the story of the GFoL. Using the voice as an instrument to convey feeling—mmmmm, aaahhh, hahaha rather than through words—beginning to explaining how music can express emotion. Be able to name instruments, describe actions reflected in the music and begin to use musical terms when recounting it. Create music linked to a picture/video from GFoL using a change of speed and pace.	<b>Rainforest</b> Listening to rainforest inspired sounds/music. Create their own version of rainforest sounds/music linked to a picture. Music linked to beat, tempo and rhythm. Being able to respond to different beats to change movements to reflect the change in sound.	<b>Africa</b> Listening to a range of African music from different African artists. Children will learn about the importance of music for African Culture. Children will learn to play the recorder and play African inspired music to perform to our Reception children. Evaluate music and others by providing feedback and next steps linked to success criteria.
<b>Continuous Provision</b>	Based on the children's interests: African music and areas in classroom, nursery rhymes linked to different areas of learning, children learning to topic inspired music in the background. Music in assembly reflective of children's current learning in KS1.		
<b>Extra-curricular Activity</b>			

<b>Autumn Term Topic</b>	<b>Time Travellers</b> Knowledge and understanding in this topic			
	<b>Nursery</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>
<b>Singing</b>	<ul style="list-style-type: none"> <li>Perform songs, rhymes, poems, and stories with others, and – when appropriate – try to move in time with music.</li> <li>Pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> </ul>	<ul style="list-style-type: none"> <li>Sing with a sense of pitch across a small range of notes.</li> <li>Pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>Sing a song from memory, remembering the order of the verses.</li> </ul>	<ul style="list-style-type: none"> <li>Sing simple chants and rhymes together, in tune and from memory, following visual cues</li> </ul>	<ul style="list-style-type: none"> <li>Sing songs with a small pitch range, pitching accurately.</li> <li>Know the meaning of dynamics and tempo, and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols.</li> </ul>

<b>Listening</b>	<ul style="list-style-type: none"> <li>Perform songs, rhymes, poems, and stories with others, and – when appropriate – try to move in time with music.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to the music and mark the beat with actions.</li> <li>Begin to use musical terms (e.g. louder/quieter, faster/slower, higher/lower).</li> </ul>	<ul style="list-style-type: none"> <li>Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing.</li> </ul>	<ul style="list-style-type: none"> <li>Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing.</li> </ul>
<b>Composing</b>	<ul style="list-style-type: none"> <li>Play classroom instruments to accompany the song.</li> </ul>	<ul style="list-style-type: none"> <li>Play instruments and use voices to explore feelings and moods.</li> <li>Play classroom instruments to accompany the song.</li> </ul>	<ul style="list-style-type: none"> <li>Improvise simple vocal chants using question-and-answer phrases.</li> <li>Create musical sound effects and short sequences of sounds in response to a stimulus. Combine to make a story using classroom instruments.</li> </ul>	<ul style="list-style-type: none"> <li>Create music in response to a non-musical stimulus.</li> </ul>
<b>Musicianship: Pulse/beat</b>			<ul style="list-style-type: none"> <li>Walk, move, or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</li> </ul>	<ul style="list-style-type: none"> <li>Understand that the speed of the beat can change, creating a faster or slower pace.</li> </ul>
<b>Musicianship: Rhythm</b>			<ul style="list-style-type: none"> <li>Perform short copycat rhythm patterns accurately short repeating rhythm patterns (ostinati) while keeping in time with a steady beat.</li> </ul>	<ul style="list-style-type: none"> <li>Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion.</li> </ul>
<b>Musicianship: Pitch</b>			<ul style="list-style-type: none"> <li>Listen to sounds in the local school environment, comparing high and low sounds.</li> </ul>	<ul style="list-style-type: none"> <li>Play a range of singing games based on the cuckoo interval (so-mi) matching voices accurately, supported by a leader playing the melody. The melody could be played on a piano, acoustic instrument, or backing track.</li> </ul>
<b>Key vocabulary</b>	Songs, rhymes, poems, time, music, voices, expressively, singing, speaking, chants, rhymes, perform songs, rhymes, poems, and stories	Sing, pitch, range, voices, expressively, songs, speaking, chants, rhyme, music, louder, quieter, faster, slower, higher, lower, instruments, feelings, mood.	Sing, pitch, range, voices, expressively, songs, speaking, chants, rhyme, music, louder, quieter, faster, slower, higher, lower, instruments, feelings, mood, comparing, sounds, steady, beat, patterns, rhythm, speed, sound effects, dynamics and tempo.	

Spring Term Topic	Dig a Little Deeper Knowledge and understanding in this topic			
	Nursery	Reception	Year 1	Year 2
<b>Singing</b>	<ul style="list-style-type: none"> <li>Perform songs, rhymes, poems, and stories with others, and – when appropriate – try to move in time with music.</li> <li>Pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> </ul>	<ul style="list-style-type: none"> <li>Listen and pitch match a call-and response song.</li> <li>Pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>Sing a song from memory, remembering the order of the verses.</li> </ul>	<ul style="list-style-type: none"> <li>Sing songs with a very small range e.g. mi-so and pentatonic songs.</li> </ul>	<ul style="list-style-type: none"> <li>Sing songs regularly with a pitch range of do-so ( e.g. C-G) with increasing vocal control</li> </ul>
<b>Listening</b>	<ul style="list-style-type: none"> <li>Perform songs, rhymes, poems, and stories with others, and – when appropriate – try to move in time with music.</li> </ul>	<ul style="list-style-type: none"> <li>Listen and pitch match a call-and response song.</li> <li>Pupils listen with concentration and understanding to a range of high-quality live and recorded music.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to recorded performances.</li> <li>Listen to a piece of music and move in time to its steady beat.</li> <li>Listen and identify a simple song structure and rhyme pattern.</li> <li>Recognise and respond to the musical characteristics of the music through movement/dance.</li> </ul>	<ul style="list-style-type: none"> <li>Listen with increased concentration to sounds/music and respond by talking about them or physically with movement and dance.</li> <li>Identify different qualities of sound (timbres) such as smooth, scratchy, clicking, ringing, and how they are made.</li> </ul>
<b>Composing</b>	<ul style="list-style-type: none"> <li>Explore storytelling through music and structure a class story based on the piece.</li> </ul>	<ul style="list-style-type: none"> <li>Explore storytelling through music and structure a class story based on the piece.</li> </ul>	<ul style="list-style-type: none"> <li>Understand the difference between pitch and rhythm patterns.</li> </ul>	<ul style="list-style-type: none"> <li>Work with a partner to improvise simple question-and-answer phrases, to be sung and played on untuned percussion, creating a musical conversation. Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.</li> </ul>
<b>Musicianship: Pulse/beat</b>			<ul style="list-style-type: none"> <li>Using body percussion and classroom percussion play repeated patterns (both rhythm and pitch based).</li> </ul>	<ul style="list-style-type: none"> <li>Mark the beat of a listening piece by tapping or clapping, and recognising tempo, as well as changes in tempo.</li> </ul>
<b>Musicianship: Rhythm</b>			<ul style="list-style-type: none"> <li>Perform short repeating rhythm patterns while keeping in time with a steady beat.</li> </ul>	<ul style="list-style-type: none"> <li>Create rhythms using word phrases as a starting point.</li> </ul>

<b>Musicianship: Pitch</b>			<ul style="list-style-type: none"> <li>• Sing familiar songs in low and high voices and talk about the difference in sound.</li> </ul>	<ul style="list-style-type: none"> <li>• Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low).</li> </ul>
<b>Key vocabulary</b>	Songs, rhymes, poems, time, music, voices, expressively, singing, speaking, chants, rhymes, perform songs, rhymes, poems, and stories	Sing, pitch, range, voices, expressively, songs, speaking, chants, rhyme, music, louder, quieter, faster, slower, higher, lower, instruments, feelings, mood, story.	Listen, songs, range, steady, beat, rhyme, patterns, body percussion, pitch, repeating rhythm, low, high, sound.	Sing, songs, pitch, range, vocal control, listen, sounds, music, movement, dance, timbres, smooth, scratchy, clicking, ringing, untuned percussion, symbols, dot notation and stick notation, composed, beat, tapping, clapping, tempo, rhythms, pitch, stand up/sit down, hands high/hands low.

<b>Summer Term Topic</b>	<b>Summer Fun</b>			
	<b>Knowledge and understanding in this topic</b>			
	<b>Nursery</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>
<b>Singing</b>	<ul style="list-style-type: none"> <li>• Sing the melodic shape by moving their voice up and down, down and up, with the song.</li> <li>• Perform songs, rhymes, poems, and stories with others, and – when appropriate – try to move in time with music.</li> <li>• Pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing a wide range of call-and-response songs to control vocal pitch and pitch match.</li> <li>• Sing a song from memory, remembering the order of the verses.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing a wide range of call-and-response songs to control vocal pitch and pitch match.</li> <li>• Sing songs with a very small range e.g. mi-so and pentatonic songs.</li> </ul>	<ul style="list-style-type: none"> <li>• Know the meaning of dynamics and tempo, and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols.</li> <li>• Sing small intervals accurately and confidently, and vary dynamic contrast.</li> <li>• Chant the piece rhythmically and perform both unison and in a round.</li> </ul>
<b>Listening</b>	<ul style="list-style-type: none"> <li>• Perform songs, rhymes, poems, and stories with others, and – when appropriate – try to move in time with music.</li> </ul>	<ul style="list-style-type: none"> <li>• Respond to music in a range of ways and in different mediums (movement/mark making/improvisation).</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and identify a simple song structure and rhyme pattern.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen with attention to detail and recall sounds and patterns.</li> </ul>

<b>Composing</b>	<ul style="list-style-type: none"> <li>Explore storytelling through music and structure a class story based on the piece.</li> </ul>	<ul style="list-style-type: none"> <li>Create musical sound effects and short sequences of sounds in response to a stimulus. Combine to make a story using classroom instruments.</li> </ul>	<ul style="list-style-type: none"> <li>Compose and explore timbre, dynamics, and pitch to tell a story.</li> <li>Create a musical movement picture.</li> </ul>	<ul style="list-style-type: none"> <li>Use music technology to capture, change and combine sounds.</li> </ul>
<b>Musicianship: Pulse/beat</b>			<ul style="list-style-type: none"> <li>Using body percussion and classroom percussion play repeated patterns (both rhythm and pitch based).</li> <li>Respond to the pulse in recorded/live music through movement and dance.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to group beats in twos and threes by tapping knees on the first beat and clapping the remaining beats.</li> <li>Identify the beat groupings in familiar music that they sing regularly and listen to pieces with strong identifiable beat groupings.</li> <li>Play the recorder to the beat of a song.</li> </ul>
<b>Musicianship: Rhythm</b>			<ul style="list-style-type: none"> <li>Perform short repeating rhythm patterns while keeping in time with a steady beat.</li> <li>Perform word-pattern chants and create, retain, and perform their own rhythm patterns.</li> </ul>	<ul style="list-style-type: none"> <li>Create rhythms using word phrases as a starting point.</li> <li>Chant the piece rhythmically and perform both unison and in a round.</li> </ul>
<b>Musicianship: Pitch</b>			<ul style="list-style-type: none"> <li>Sing familiar songs in low and high voices and talk about the difference in sound.</li> <li>Explore percussion sounds to explore storytelling.</li> <li>Follow pictures and symbols to guide singing and playing.</li> </ul>	<ul style="list-style-type: none"> <li>Play a range of singing games based on the cuckoo interval (so-mi) matching voices accurately, supported by a leader playing the melody. The melody could be played on a piano, acoustic instrument, or backing track.</li> <li>Sing short phrases independently within a singing game or short song.</li> <li>Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low).</li> </ul>
<b>Key vocabulary</b>	Songs, rhymes, poems, time, music, voices, expressively, singing, speaking, chants, rhymes,	Sing, pitch, range, voices, expressively, songs, speaking, chants, rhyme, music, louder,	Listen, songs, range, steady, beat, rhyme, patterns, body percussion, pitch, repeating rhythm, low, high,	Sing, songs, pitch, range, vocal control, listen, sounds, music, movement, dance, timbres,

	perform songs, rhymes, poems, and stories, time.	quieter, faster, slower, higher, lower, instruments, feelings, mood, story, sound, effects, time.	sound, pulse, perform, time, timbre, dynamics.	smooth, scratchy, clicking, ringing, untuned percussion, symbols, dot notation and stick notation, composed, beat, tapping, clapping, tempo, rhythms, pitch, stand up/sit down, hands high/hands low, phrases, interval, combine,
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