

**VISION FOR: Music**

Our music curriculum inspires children to develop a life-long love of music. Music increases children's self-confidence, creativity and imagination.

**PRINCIPLES AND RATIONALE**

At Kobi Nazrul, we want children to confidently talk about the music they enjoy and why. They are exposed to a broad range of music so they can talk knowledgeably about it, compare different genres and link different music to different periods of time and within other subject areas. Music at Kobi Nazrul extends beyond the lessons (lead by a music and performance specialist). Children see themselves as performers and are provided with a wealth of opportunities to do so both informally and formally. For example, every year, every child takes part in at least one major performance, two class assemblies and a musical presentation.

	EYFS	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Autumn 1</b>	Exploring Music through Voice and Beat		<b>Africa:</b> Learning West African Folk Songs on Djembe		Rap and Poetry exploration. Music as either rhythm or Ambience.		Year 5- Thunder by Imagine Dragons and Yr6- Spoken Word pieces about 'Their London'	
<b>Autumn 2</b>	Play Singing		Play Singing		<b>London:</b> Appraise, learn and perform using instruments: 'London is the Place for Me' – Lord Kitchener		<b>London:</b> Appraise, learn and perform mixture of 'My city' Poem by George the Poet and 'Hometown Glory' (chorus) Adele	
<b>Spring 1</b>	<b>Africa:</b> Learn African folk songs on Djembe		Glockenspiel Stage.1 with Music appreciation		<b>Opera</b>		Glockenspiel. Stage.2 with Music appreciation	
<b>Spring 2</b>	<b>London:</b> Appraise, learn and perform 'London Bridge' with instruments too.		<b>London:</b> Appraise, learn and perform, 'London's Burning' (Yr1) and 'Great Fire London' (Yr2)		<b>Play singing</b>		Djembe Collaboration	
<b>Summer 1</b>	Appraise, Learn and perform parts of 'Happy' Pharrel Williams, introduce other instruments		<b>Rhythm in Way we walk and Banana Rap (See Charanga)</b>		<b>Glockenspiel Stage.2</b> with music appreciation.		Play (y5) Play (y6) Singing	
<b>Summer 2</b>	Reflect, Rewind and replay, mash up of all things we've explored throughout the year		Reflect, Rewind and replay, mash up of all things we've explored throughout the year		Reflect, Rewind and replay, mash up of all things we've explored throughout the year		Reflect, Rewind and replay, mash up of all things we've explored throughout the year	
<b>Whole School</b>	Music appreciation section? Or does it run throughout? Performances at the end of the term: all children will perform at least once every year. Listen and appraise and history of music –through guided reading, in music or the whole school weekly themes or all of the above							



<p>EYFS - CYCLES A AND B (Please see separate EYFS Subject overview for further detail)</p>	<p><b>What skills do we want children to develop across topics in the EYFS? (Birth to 5 Matters, Ranges 4,5,6):</b> <b>Expressive Arts and Design, Communication and Language</b></p>
	<p><b><u>EAD Range 5:</u></b></p> <ul style="list-style-type: none"> <li>• Uses movement and sounds to express experiences, expertise, ideas and feelings</li> <li>• Experiments and creates movement in response to music, stories and ideas</li> <li>• Sings to self and makes up simple songs</li> <li>• Creates sounds, movements to accompany stories</li> <li>• Notices what other children and adults do, mirroring what is observed, adding variations and then doing it spontaneously</li> </ul> <p><b><u>EAD Range 6:</u></b></p> <ul style="list-style-type: none"> <li>• Chooses particular movements, instruments/ sounds, for their own imaginative purposes</li> <li>• Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping</li> <li>• Responds imaginatively to art works and objects, e.g. <i>this music sounds like dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth</i></li> </ul> <p><b><u>CL Range – Listening and Attention 5:</u></b></p> <ul style="list-style-type: none"> <li>• Listens to others in one-to-one or small groups, when <u>music</u> interests them</li> <li>• Listens to familiar <u>music</u> with increasing attention and recall</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and <u>songs</u></li> <li>• Focusing attention – can still listen or do, but can change their own focus of attention</li> <li>• Is able to follow directions (if not intently focused)</li> </ul> <p><b><u>CL Range – Listening and Attention 6:</u></b></p> <ul style="list-style-type: none"> <li>• Shows variability in listening behaviour; may move around and fiddle but still be listening or sit still but not absorbed by activity</li> <li>• May indicate two-channelled attention, e.g. paying attention to something of interest for short or long periods; can both listen and do for short span</li> </ul> <p><b>NB: (Words underlined have been changed to suit the subject area e.g. Joins in with repeated refrains and anticipates key events and phrases in rhymes and <u>songs</u> (instead of stories))</b></p>



**WORKING WITH AND THROUGH OUR KEY CURRICULUM CONCEPTS**

**Change**

- How music has changed over time / throughout decades?
- What change can you hear in this music piece?
- How has music supported changes in the society / the world we live in?

**Power**

- What are the powers of music?
- How does music unite people?
- What is the purpose for of this piece you have created?

**Identity and Belonging**

- How does music help people to express who they are? What examples can you use?
- Why is music important in your life or someone else's?
- Why might people like different types of music?
- What type of music do you appreciate and why?

**Equality and Equity**

- Why is diversity important in music?
- How can music support us to create a more equal world?

**Connections**

- What influence did music have during the 6 different musical periods of time?
- How has technology developed music over time?
- Where might you hear this type of music?

**Legacy**

- What artists / songs are still remembered from long ago because of the impact of their music?

