

South Hams Hub: Music

Our Overarching Curriculum Intent

Our curriculum is the beating heart of our academy and is rooted in John 10:10.

"I came that they might have life and live it to the full"

Our children will flourish through experiencing a knowledge-rich curriculum which is both broad and balanced and fosters a love of learning, enabling all children to make connections and be well prepared for the next stage of their education.

Curriculum Intent for Music

As musicians, our children will be inspired to develop a love of music through listening, performing, composing, playing, evaluating and learning about music across a range of historical periods, genres, styles, traditions and cultures. Our children will foster their musical talents with opportunities to learn a musical instrument, develop their understanding of musical notation, improve their singing voices and create music on their own and with others. This will enable our children to grow in self-confidence, express their creativity as well as experiencing a sense of achievement.

Music in the Early Years

The EYFS framework is structured very differently to the National Curriculum as it is organised across seven areas of learning rather than subject areas. The aim of this document is to help subject leaders to understand how the skills taught across EYFS feed into National Curriculum subjects.

This document demonstrates which statements from the revised Development Matters are prerequisite skills for music within the National Curriculum. The table below outlines the most relevant statements taken from the Early Learning Goals in the EYFS statutory framework and the Development Matters age ranges for Three and Four Year Olds and Reception to match the programme of study for Music.

The most relevant statements for music are taken from the following areas of learning:

- Communication and Language
- Physical Development
- Expressive Arts and Design

Music		
Three and Four Year Olds	<i>Communication & Language</i>	Sing a large repertoire of songs.
	<i>Physical Development</i>	Use large-muscle movements to wave flags and streamers, paint and make marks.
	<i>Expressive Arts & Design</i>	<p>Listen with increased attention to sounds.</p> <p>Respond to what they have heard, expressing their thoughts and feelings.</p> <p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p> <p>Create their own songs, or improvise a song around one they know.</p> <p>Play instruments with increasing control to express their feelings and ideas.</p>

Reception	<i>Communication & Language</i>		<p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p>
	<i>Physical Development</i>		<p>Combine different movements with ease and fluency.</p>
	<i>Expressive Arts & Design</i>		<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Listen attentively, move to and talk about music, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>
ELG	<i>Expressive Arts & Design</i>	<i>Creating with Materials</i>	<p>Sing a range of well-known nursery rhymes and songs.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p>

Nursery/EYFS (A)	Let's be friends	Travel and movement	This is me	Animal tea party	I've got feelings	Let's Jam
Nursery/EYFS (B)	I've got a grumpy face. Harvest	Row, row, row your boat. Christmas	Bird spotting Cuckoo polka Shake my sillies out	Up and down Five fine bumble bees	Down there under the sea. It's oh so quiet!	Slap clap clap. Bow, bow, bow Belinda

Key Stage 1

	Autumn Term		Spring Term		Summer Term	
Year A	Menu song (progression snapshot) Harvest	Colonel Hathi's march Christmas	Football (progression snapshot)	Who stole my chickens and my hens? Easter	Come dance with me (progression snapshot)	Come dance with me
Year B	Tony Chestnut (progression snapshot) Harvest	Carnival of the Animals Christmas	Grandma rap (progression snapshot)	Swin-a-long Shostakovich Easter	Tanczymy labada (progression snapshot)	The rockpool rock Summer performance

Key Stage 2

	Autumn Term		Spring Term		Summer Term	
Year A Travelling the world	Nao chariya de/Mingulay boat song and Global Pentatonics <i>(musicianship and CI)</i>	Spain and Samba <i>(musicianship and CI)</i>	Latin dance <i>(CI and SL)</i>	Medina tum nabi (Islamic) <i>(musicianship and SL)</i>	Kis nay banaayaa <i>(musicianship)</i>	Baloo baleerie <i>(musicianship and CI)</i>
Year B Civil Rights	Exploring identity through song and Fanfare for the common man <i>(musicianship and CI)</i>	Aint gonna let nobody <i>(musicianship, CI and SL)</i>	Why we sing! and Composing for protest! <i>(CI and SL)</i>	Hey Mr Miller <i>((musicianship, CI and SL)</i>	Keep the home fires burning and Three little birds (Buffalo and redemption) <i>(musicianship and SL)</i>	This little light of mine <i>(SL)</i>
Year C The great genres of music	Shadows (Full unit) <i>(musicianship)</i>	Dona nobis pacem <i>(focus on musicianship and listening)</i>	March from The Nutcracker X3 <i>(musicianship)</i>	Samba <i>(Musicianship and SL)</i>	What shall we do with the drunken sailor? <i>(Musicianship and SL)</i>	Chilled out clap-rap <i>(Musicianship and SL)</i>

<p>Year D</p> <p>Songwriting</p>	<p>Introduction to songwriting and Just three notes</p> <p><i>(musicianship, CI)</i></p>	<p>Sound Symmetry and Composing with colour</p> <p><i>(musicianship, CI and SL)</i></p>	<p>Touch the sky</p> <p><i>(musicianship, CI and SL)</i></p>	<p>The horse in motion and Race</p> <p><i>(musicianship and CI)</i></p>	<p>Nobody knows (The Lumineers)</p> <p><i>(CI)</i></p>	<p>From a railway carriage and Composing in ternary form</p> <p><i>(musicianship and CI)</i></p>
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