

BRUNSWICK SCHOOL MUSIC CURRICULUM MAP

Intent	Music is a positive and enjoyable experience for all pupils and teachers. Children are given the opportunity to participate in a range of musical experiences across the curriculum and as a result build up their confidence in their musical skills. They develop their understanding of rhythm and pitch and learn how music is structured, as well as learning technical vocabulary for these elements. As children’s confidence builds, they enjoy the performance aspect of music. Children experience listening to music from different cultures and eras.
Implementation	Music is taught as a discrete subject but also across the curriculum. We use music to support daily routines and enhance teaching in different areas of learning, such as times tables in maths, vocabulary in languages and movement in dance. A weekly Singing assembly allows the children opportunities to develop their singing skills and gain an understanding of how ensembles work. Performances, such as Christmas plays and nativities and end of year shows, demonstrate that music is important to the life of the school. Extracurricular activities, such as Singing Club and local participating in local music events with other schools also provide children with experience of making music.
Impact	The impact of teaching music will be seen across the school with an increase in the profile of music. Whole-school and parental engagement will be improved through performances, extracurricular activities and opportunities suggested in lessons/overviews for wider learning. Participation in music develops wellbeing, promotes listening and develops concentration. We want to ensure that music is loved by teachers and pupils across school, encouraging them to want to continue building on this wealth of musical ability, now and in the future.

For our discrete music sessions across the school we use the SingUp Planning and Resource Materials.
Nursery and Reception will follow the 1 year programme.
For the school year 2023-24 all KS1 classes will follow Year A of the Year 1/2 mixed age programme.
For the school year 2024-25 all KS1 classes will follow Year B of the Year 1/2 mixed age programme.

MUSIC CURRICULUM MAP

What does Music look like in Nursery?	<p>Communication and Language: Sing a large repertoire of songs</p> <p>Physical Development: Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Expressive Arts and Design: Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person (‘pitch match’). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs, or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.</p>
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<p>What does Music Look like in Reception?</p>	<p>Communication and Language: Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.</p> <p>Physical Development: Combine different movements with ease and fluency.</p> <p>Expressive Arts and Design: Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups</p> <p>ELG Expressive Arts and Design- Being Imaginative and Expressive: 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 with music</p>	
<p>What does Music look like in...</p>	<p>YEAR 1</p>	<p>YEAR 2</p>
<p>SINGING</p>	<p>Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions and counting in. Begin with simple songs with a very small range, mi-so and then slightly wider. Sing a wide range of call and response songs, control vocal pitch and match pitch with accuracy.</p>	<p>Sing songs regularly with a pitch range of do-so with increasing vocal control. Sing songs with a small pitch range, pitching accurately. Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause).</p>
<p>LISTENING</p>	<p>Teachers will develop pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Listening to recorded performances are complemented by opportunities to experience live music making in and out of school.</p>	
<p>COMPOSING</p>	<p>Improvise simple vocal chants, using question and answer phrases. Create musical sound effects and short sequences of sounds in response to stimuli. Combine sounds to make a story, choosing and playing instruments or sound-makers. Understand the difference between creating a rhythm pattern and a pitch pattern. Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns.</p>	<p>Create music in response to a non-musical stimulus. 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. Use music technology, if available, to capture, change and combine sounds.</p>

	Recognise how graphic notation can represent created sounds. Explore and invent own symbols	
MUSICIANSHIP-PULSE/ BEAT	<p>Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</p> <p>Use body percussion, (e.g. clapping, tapping, walking) and classroom percussion (shakers, sticks and blocks, etc.), playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments (e.g. glockenspiels or chime bars) to maintain a steady beat.</p> <p>Respond to the pulse in recorded/live music through movement and dance.</p>	<p>Understand that the speed of the beat can change, creating a faster or slower pace (tempo).</p> <p>Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo.</p> <p>Walk in time to the beat of a piece of music or song. Know the difference between left and right to support coordination and shared movement with others.</p> <p>Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats.</p> <p>Identify the beat groupings in familiar music that they sing regularly and listen to.</p>
MUSICIANSHIP-RHYTHM	<p>Perform short copycat rhythm patterns accurately, led by the teacher.</p> <p>Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat.</p> <p>Perform word-pattern chants; create, retain and perform their own rhythm patterns</p>	<p>Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion.</p> <p>Create rhythms using word phrases as a starting point.</p> <p>Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests.</p> <p>Create and perform their own chanted rhythm patterns with the same stick notation.</p>
MUSICIANSHIP-PITCH	<p>Listen to sounds in the local school environment, comparing high and low sounds.</p> <p>Sing familiar songs in both low and high voices and talk about the difference in sound.</p> <p>Explore percussion sounds to enhance storytelling.</p> <p>Follow pictures and symbols to guide singing and playing.</p>	<p>Play a range of singing games based on the cuckoo interval matching voices accurately, supported by a leader playing the melody.</p> <p>Sing short phrases independently within a singing game or short song.</p> <p>Respond independently to pitch changes heard in short melodic phrases, indicating with actions.</p> <p>Recognise dot notation and match it to 3-note tunes played on tuned percussion.</p>

Music Overview Brunswick School

	Autumn 1	Autumn 2		Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Opera Singing Workshop with Cumbria Opera Group		-Nursery Christmas Show				End of Year Assembly
Reception			-Reception Christmas Performance				End of Year Assembly
Year 1/ 2		Christmas carol Singing at Dutton Lodge	-KS1 Christmas Performance	Singing In the Community	Class Assemblies	May Day Choir Performance KS1 Big Sing	Year 2 Leavers Performance
MUSICAL VISITORS IN ASSEMBLY							
WHOLE SCHOOL EVENTS	Harvest Festival	Special Singing Assembly linked to World Nursery Rhyme Week			Easter Service		SingUp Day
MUSICAL MONDAYS (AVAILABLE TO ALL)	12 X LIVE MUSIC SESSIONS OVER THE YEAR, ONLINE 2-2.45PM						
Other Events		KS1 Trip to Pantomime/ Theatre					
				AFTER SCHOOL PERCUSSION/ INSTRUMENT CLUB		AFTER SCHOOL SINGING CLUB	

Music Teaching in Class:

Using SingUp Materials, Nursery and Reception will follow the 1 year programme. All KS1 classes will follow Year A of the Year 1/2 mixed age programme.

Fischy Music will be used to support PSHE themes in assemblies and classroom teaching. Live online Concerts available to join throughout the year.