



Music Curriculum

Curriculum Intent

As a Church of England school, our Music curriculum is underpinned by our gospel values. These values are used and applied throughout the Music curriculum.

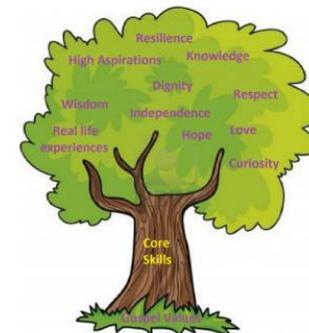
Our children are learned and wise in the way that they practise and apply their music skills in a variety of different contexts and use these skills to create their own music. They show curiosity, attentiveness and active learning during our music lessons, taking charge of their own learning by using a variety of instruments and musical resources, making their own creative choices within lessons to demonstrate the skills they have learnt.

Our gospel values create a solid moral background for our children and encourage them to become better members of society. In our music lessons, children are encouraged to work together to create musical compositions. This includes the evaluation process and being able to talk positively about each other's work and have the resilience to take constructive criticism on board.

At the heart of our Music curriculum is our musical knowledge and skills, outlined below. These skills are progressive and are built on year after year from EYFS all the way through to Year 6. This ensures that children are given opportunities to practise, apply and build upon these musical skills in different contexts and make good progress in all areas. Our music learning journey enables our pupils to be ready to access the next stages in their education, culminating in them being well-equipped in their music education for secondary school.

Our children come from a wide range of backgrounds and many are not equipped with any musical skills or have not had the experiences they need to become the best musicians they can be. We strive to give all children the benefits of music, regardless of their socio-economic backgrounds or previous experiences. Through our music curriculum, we want to instil a love of music in all children and give them opportunity to grow musically, socially, emotionally and intellectually, whilst also developing their responsibility, self-esteem, resilience and sense of purpose. We aim for children to develop high aspirations of their musical ability and take on board the message in our school mission statement: "As God's children we aspire, believe and achieve to be the very best we can be".

Our gospel values, core skills and key outcomes will raise aspirations and ensure that our children are more than ready for the next stages in their musical journey



Music Overview

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Rec	Me!	My stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind and Replay
Year 1	Hey you!	Rhythm in the way we walk and the Banana Rap	In the Groove	Round and Round	Your Imagination	Reflect, Rewind and Replay
Year 2	Hands, Feet, Heart	Ho ho ho	I Wanna Play in a Band	Zootime	Friendship Song	Reflect, Rewind and Replay

Year 3	Let your spirit fly	Three Little Birds	Recorder Course		The Dragon Song	Bringing Us Together
Year 4	Mamma Mia	Stop!	Glockenspiel Course		Lean on Me	Blackbird
Year 5	Livin on a Prayer	Make me feel your Love	Ukele Course		The Fresh Prince of Bel Air	Dancing in the Street
Year 6	Happy!	Classroom Jazz 1 and 2	A New Year Carol	You've got a Friend	Music and Me	Reflect, Rewind and Replay

Music Skills Progression

Nursery

Join in with dancing and ring games.
 Sings a few familiar songs.
 Begin to move rhythmically in response to music.
 Taps out simple repeated rhythm
 Use movement to express feelings.
 Sings to self and makes up simple songs.

Reception

-Listen and respond to different styles of music
 Learn to sing or sing along with nursery rhymes and action songs
 -Use voices expressively and creatively
 -Play tuned and un-tuned instruments
 -Listen with concentration and understanding to a range of music
 -Experiment with, create, select and combine sounds

KS1

Listening and Appraising

- To know that music has a steady pulse, like a heartbeat.
- To know that we can create rhythms from words, our names, favourite food, colours and animals.
 - To know and recognise the sound and names of some instruments
 - To know that rhythms are different from the steady pulse.
 - To understand the term pitch - high and low sounds

Singing

- To learn how to sing notes of different pitches (high and low).
- To learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.
 - To learn to start and stop singing when following a leader.
 - To know that unison is everyone singing at the same time.

Playing

- To learn the names of the notes in their instrumental part from memory or when written down.
 - To learn the names of the instruments they are playing.
 To treat instruments carefully and with respect.
 - To play a tuned instrumental part with the song they perform.
- To play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part)

	<ul style="list-style-type: none"> • To listen to and follow musical instructions from a leader • To know the names of untuned percussion instruments played in class. <ul style="list-style-type: none"> • To play the part in time with the steady pulse.
Composing	<ul style="list-style-type: none"> • To create a simple melody using one, two or three notes. • To learn how the notes of the composition can be written down and changed if necessary
Gospel Values	<p>To learn songs which tell gospel stories</p> <p>To appreciate that songs can be prayers- listen to a variety</p> <p>To appreciate that we are made in the image and likeness of God- we all have talents, listen to different musicians</p>

LKS2

Listening and Appraising	<p>To identify any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch)</p> <p>To identify the main sections of the song (introduction, verse, chorus etc.)</p> <p>To name some of the instruments they heard in the song</p> <p>To confidently identify and move to the pulse.</p> <p>To know the difference between pulse and rhythm.</p> <p>To know how pulse, rhythm and pitch work together to create a song.</p> <p>To know that every piece of music has a pulse/steady beat.</p>
Singing	<p>To sing in unison and in simple two-parts.</p> <ul style="list-style-type: none"> • To demonstrate a good singing posture. <ul style="list-style-type: none"> • To follow a leader when singing. • To enjoy exploring singing solo. • To sing with awareness of being 'in tune'. • To have an awareness of the pulse internally when singing. <ul style="list-style-type: none"> • To re-join the song if lost. • To listen to the group when singing.
Playing	<p>To treat instruments carefully and with respect.</p> <p>To play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation.</p> <p>To rehearse and perform their part within the context of the Unit song.</p> <p>To listen to and follow musical instructions from a leader.</p> <p>To experience leading the playing by making sure everyone plays in the playing section of the song.</p>
Composing	<p>To create at least one simple melody using one, three or all five different notes.</p> <p>To plan and create a section of music that can be performed within the context of the unit song</p> <p>To listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo</p>

	To record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).
Gospel Values	<p>To be grateful for the ability to refine our talents – chance to learn a variety of instruments</p> <p>To work collaboratively and compassionately to create compositions</p> <p>To actively seek to develop our musical skills</p> <p>To share and listen to opinions about music</p>
UKS2	
Listening and Appraising	<p>To be able to talk about the style indicators of the songs (musical characteristics that give the songs their style)</p> <p>To discuss any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre)</p> <p>To Identify the structure of the songs (intro, verse, chorus etc.)</p> <p>To name some of the instruments used in the songs</p> <p>To discuss the historical context of the songs - What else was going on at this time, musically and historically?</p> <p>To identify and move to the pulse with ease.</p> <p>.To compare two songs in the same style, talking about what stands out musically in each of them</p> <p>To use musical words when talking about the songs.</p> <p>To talk about the music and how it makes you feel, using musical language to describe the music.</p>
Singing	<p>To sing in unison and to sing backing vocals.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To experience rapping and solo singing.</p> <p>To listen to each other and be aware of how you fit into the group.</p> <p>To sing with awareness of being 'in tune'.</p>
Playing	<p>To know the notes C, D, E, F, G, A, B + C on the treble stave</p> <p>To play a musical instrument with the correct technique within the context of the Unit song.</p> <p>To select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.</p> <p>To rehearse and perform their part within the context of the Unit song.</p> <p>To listen to and follow musical instructions from a leader.</p> <p>To lead a rehearsal session.</p>
Composing	<p>To create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</p> <p>To listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</p>



To record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).



Gospel Values

- To be hopeful for the future of music based on what we know from the past
- To understand the meaning behind music and songs and respond compassionately
- To be curious about developments in music throughout history
- To understand how music can be used to develop our spiritual understanding and skills – meditation music during worship music

Reception Music Overview

1	2	3	4	5	6
<p><u>Me!</u> Learn to sing nursery rhymes and action songs: Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things for Fingers</p>	<p><u>My Stories.</u> Learn to sing nursery rhymes and action songs: I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song</p>	<p><u>Everyone!</u> Learn to sing nursery rhymes and action songs: Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping On The Bed Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees and Toes</p>	<p><u>Our World</u> Learn to sing nursery rhymes and action songs: Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey</p>	<p><u>Big Bear Funk</u> Listening and appraising Funk music Embedding foundations of the interrelated dimensions of music using voices and instruments Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs Playing instruments within the song Improvisation using voices and instruments Riff-based composition Share and perform the learning that has taken place</p>	<p><u>Reflect, rewind and replay</u> This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting chosen nursery rhymes and/or songs, a context for the History of Music and the very beginnings of the Language of Music.</p>

Year 1 Music Overview

Unit	1	2	3	4	5	6
Title	Hey You	Rhythm In The Way We Walk and The Banana Rap	In the Groove	Round and Round	Your Imagination	Reflect, Rewind & Replay
Style of main song	Old School Hip-Hop	Reggae	Blues, Baroque, Latin, Bhangra, Folk, Funk	Bossa Nova	Pop	Classical
Unit theme	How pulse, rhythm and pitch work together.	Pulse, rhythm and pitch, rapping, dancing and singing.	How to be in the groove with different styles of music.	Pulse, rhythm and pitch in different styles of music.	Using your imagination.	The history of music, look back and consolidate your learning, learn some of the language of music.
Instrumental Parts						
Key	C		C	D minor	C	Revise existing
One Note	C		C	D	C	
Easy Part	C		C + D	D, F, C + D	C + G	
Medium Part	C + G		C + D	D, E, F, G + A	C, E + G	
Melody	C + G		C, G + A	D, F, G, A + C	E, G + A	

Year 2 Music Overview

Unit	1	2	3	4	5	6
Title	Hands, Feet, Heart	Ho, Ho, Ho	I Wanna Play in a Band	Zootime	Friendship Song	Reflect, Rewind & Replay
Style of main song	Afropop, South African	A song with rapping and improvising for Christmas	Rock	Reggae	Pop	Classical
Unit theme	South African music	Festivals and Christmas	Playing together in a band	Reggae and animals	A song about being friends	The history of music, look back and consolidate your learning, learn some of the language of music
Instrumental Parts						
Key	G	G	D	C	C	Revise existing
One Note	G	G	F	C	C	
Easy Part	G, A + C	G, A + B	D + C	C + D	E + G	
Medium Part	G, A, B + C	G, A + B	G, F + C	C + D	E, G, A + B	
Melody	E, F, G, A, B + C	N/A	C, D + F	C + D	C, D, E, F, G, A + B	

LKS2 Year A Music Overview

Unit	1	2	3	4	5	6
Title	Let Your Spirit Fly	Three Little Birds	<u>Recorder Course</u> Charanga Musical School's Recorder Course is built around sixteen progressive pieces with fabulous interactive backing tracks. Pupils will learn the basics of how to play musically, the language of music and the first three notes; B, A and G. There is also the chance to move onto other notes with the Blown Away Recorder books which are also available on charanga.		The Dragon Song	Bringing Us Together
Style of main song	RnB	Reggae			A Pop song that tells a story	Disco
Unit theme	RnB and other styles	Reggae and animals			Music from around the world, celebrating our differences and being kind to one another	Disco, friendship, hope and unity
Instrumental Parts						
Key	C	G			G	C
One Note	C	G			G	C
Easy Part	C, F + G	G + A			G	C
Medium Part	E, F, G, A, B + C	C + A			G, A + B	G, A + C
Melody	N/A	C, D, E, G, A + Bb			B, C, D, E, F + G	G, A + C

LKS2 Year B Music Overview

Unit	1	2	3	4	5	6
Title	Mamma Mia	Stop!	<p><u>Glockenspiel Course</u></p> <p>Children to work through <i>Glockenspiel Stage 1 and Stage 2</i></p> <p>The units introduce the children to learning about the language of music through playing the glockenspiel.</p> <p>The learning is focused around exploring and developing playing skills through the glockenspiel and the recorder skills from Year 3 can also be integrated.</p>		Lean on Me	Blackbird
Style of main song	Pop	Grime			Gospel	The Beatles/Pop
Unit theme	Abba's music	Writing lyrics linked to a theme			Soul/Gospel music and helping one another	The Beatles, equality and civil rights
Instrumental Parts					C	C
Key	G		C	C		
One Note	G		C+F	C+B		
Easy Part	G		E, F+G	G, A, B+C		
Medium Part	G + A		G, A, B, C, D+E	C, D, E, F+G		
Melody	G, A, B + C					

UKS2 Year A Music Overview

Unit	1	2	3	4	5	6
Title	Livin' On a Prayer	Make You Feel My Love	<p style="text-align: center;"><u>Ukele Course</u></p> <p>Charanga Musical School's Ukulele course is built around eighteen songs that take beginners from playing open strings to songs that use three chords. Pupils will learn the chords <i>C</i>, <i>F</i>, <i>G7</i> and <i>G</i> in order of difficulty, beginning with the easiest; the chord of <i>C</i>.</p>		The Fresh Prince of Bel-Air	Dancing in the Street
Style of main song	Rock	Pop Ballads			Old-School Hip-Hop	Motown
Unit theme	Rock Anthems	Pop Ballads			Old School Hip-Hop	Motown
Instrumental Parts						
Key	G	C				F
One Note	G	C				A
Easy Part	G, A + B	C F		D + A	G	
Medium Part	D, E, F sharp, G	E, F, G, A, B + C		G + A	F + G	
Melody	D, E, F sharp, G, A, B + C	B, C, D, E, F + G		C, D, E, F, G + A	F, G, A + D	

UKS2 Year B Music Overview

Unit	1	2	3	4	5	6
Title	Happy	Classroom Jazz 2	A New Year Carol	You've Got A Friend	Music and Me	Reflect, Rewind & Replay
Style of main song	Pop/Neo Soul	Bacharach and Blues	Classical or Urban Gospel	70s Ballad/Pop	Create your own music inspired by your identity and women in the music industry	Classical
Unit theme	Being happy!	Jazz, improvisation and composition	Benjamin Britten's music and cover versions	The music of Carole King		The history of music, look back and consolidate your learning, learn some of the language of music
Instrumental Parts						
Key	D (mixolydian on A)	C and Blues in C	Eb major	C major	n/a	Revise existing
One Note	A	n/a	n/a	C		
Easy Part	A + G	n/a	n/a	G, A + B		
Medium Part	A, G + B	n/a	n/a	C, D, E + F		
Melody	G, A, B, C, D + E	n/a	Eb, F, G, Ab, Bb, C + D	D, E, F, G, A, B + C		
Warm-up Games Rhythm and Pitch Copy back and Question and Answer			Warm-up games pulse, rhythm and pitch	Warm-up Games Rhythm and Pitch Copy back and Question and Answer	n/a	Revise existing
Bronze	A	n/a	Learn to clap some of the the rhythms used in the song Learn some musical phrases that you will sing in the song	A	n/a	Revise existing
Silver	A + G	n/a		A + G		
Gold	A, G + B	n/a		A, G + E		

SEN Adjustments

In our Music lessons we adjust our lessons for SEN children using the following strategies

Cognition and Learning	Communication and Interaction	SEMH	Physical and Sensory
<ul style="list-style-type: none"> • Alternative methods of recording (talking tins, laptops, creative tasks) • Differentiated tasks • Visual supports • Word banks/phonic maps • Pre-teaching of vocabulary • Teaching of key skills • <u>Coloured overlays</u> • Timers and chunked activities • Sit close to the board • Allow extra time 	<ul style="list-style-type: none"> • Talking tins • Pre-teaching language • Visuals to support • Social stories • Now/Next • Increased focus on Oracy and developing talk opportunities • Thinking time • Explicit instructions • Makaton signs • Steps to success (one task at a time) 	<ul style="list-style-type: none"> • Brain and movement breaks • <u>Calmbrain</u> • Reward time • Reflection areas (weighted blankets) • Sensory/fidget toys • Sit near to the teacher • Steps to success (one task at a time) • Peer buddies 	<ul style="list-style-type: none"> • Own learning space (workstation) • Brain breaks • Appropriate seating • Fidget toys • Sloping board • Alternative methods of recording • Wobble cushions • Use of a sensory areas (tent) • Chew buddies • Pencil grips/sloping boards • Headphones available to dull down the noise of instruments.

Assessment

<p style="text-align: center;">KS1</p> <p style="text-align: center;"><i>Year 1 WTS (less than 6 bullet points)</i> <i>Year 1 WW (6 – 8 bullet points)</i> <i>Year 1 GDS (more than 8 bullet points)</i> <i>Year 2 WTS (less than 10 bullet points)</i> <i>Year 2 WW (10 – 12 bullet points)</i> <i>Year 2 GDS (15 - 16 bullet points)</i></p>	<p style="text-align: center;">LKS2</p> <p style="text-align: center;"><i>Year 3 WTS (less than 3 bullet points and mainly bronze)</i> <i>Year 3 WW (4 – 5 bullet points and mainly silver)</i> <i>Year 3 GDS (more than 5 bullet points and mainly gold)</i> <i>Year 4 WTS (less than 7 bullet points and mainly bronze)</i> <i>Year 4 WW (7 – 8 bullet points and mainly silver)</i> <i>Year 4 GDS (9 – 10 bullet points and mainly gold)</i></p>	<p style="text-align: center;">UKS2</p> <p style="text-align: center;"><i>Year 5 WTS (less than 3 bullet points and mainly bronze)</i> <i>Year 5 WW (4 – 5 bullet points and mainly silver)</i> <i>Year 5 GDS (more than 5 bullet points and mainly gold)</i> <i>Year 6 WTS (less than 7 bullet points and mainly bronze)</i> <i>Year 6 WW (7 – 8 bullet points and mainly silver)</i> <i>Year 6 GDS (9 – 10 bullet points and mainly gold)</i></p>
<ul style="list-style-type: none"> • Find the pulse as they are listening to the music • Recognise and name two or more instruments they hear • Copy back the rhythms they hear • Clap the rhythm of their name over the track • Clap the rhythm of your favourite colour. • Create their own rhythm for others to copy • Rap and sing in time to the music • Lead the groups that are rapping and singing • Play accurately and in time as part of the performance. • Start to understand that pitch is high and low sounds. • Dance to each style or move to the pulse • Compose a simple melody using simple rhythms • Identity five different musical styles: Blues, Baroque, Latin, Irish Folk, Funk and name some of them. • Recognise that songs sometimes have a question and answer section and a chorus. • Freestyle finding the pulse. • Understand that songs have a musical style. 	<ul style="list-style-type: none"> • Find the pulse while listening. • Identify funky rhythms, tempo changes, and dynamics. • Identify the instruments/voices you can hear • Know the difference between pulse and rhythm. • Know how pulse, rhythm and pitch work together to create a song. • Identify the piece’s structure: Introduction, verse, chorus. • Copy back, play, invent rhythmic and melodic patterns. • Sing in unison • Identify changes in texture. • Make their own musical decisions - creating musical ideas for the group to copy or respond to. <p style="text-align: center;"><i>NB: Within the scheme there are Bronze, Silver and Gold challenges based on the range of notes accessed by the children – this will need to be taken into account when forming a judgement</i></p>	<ul style="list-style-type: none"> • Know the pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting • Identify the structure of songs in different styles • Compare and contrast music from different styles • Identify a wide range of instruments • Sing in two parts • Complete rhythm and pitch copy back activities • Take on a musical leadership - creating musical ideas for the group to copy or respond to • Describe the style indicators of the song/music • Talk about the musical dimensions used in the song • Describe the mood created by the piece <p style="text-align: center;"><i>NB: Within the scheme there are Bronze, Silver and Gold challenges based on the range of notes accessed by the children – this will need to be taken into account when forming a judgement</i></p>