



‘Music is the universal language of mankind.’ Henry Wadsworth Longfellow

Intent

We use the Charanga Music School Scheme to ensure that our Music curriculum has been carefully planned and designed to encompass the content of the National Curriculum

- Pupils’ musical education begins in the early years and builds year on year, developing pupils’ expertise.
- Golden Threads, based on the three aims outlined in the Music National Curriculum have been identified for each Phase and Key Stage and underpin the key knowledge and concepts taught through our curriculum.
- In EYFS and KS1, the children follow the Charanga Music school scheme, which builds the foundations of pulse, rhythm, pitch and tempo through rhythm games, simple songs and playing untuned percussion instruments.
- In KS2, the children follow the Charanga Music School scheme, which builds on the solid foundations of KS1 and opens up opportunities for children to explore and understand dynamics, structure, texture, timbre and musical notation through increasingly challenging musical activities including warm-up games, improvising and composing, singing longer and more complex songs and playing tuned percussion and other instruments
- The organisation of the curriculum builds knowledge so that pupils can draw on it in future learning.
- Vocabulary has been identified and outlined clearly so that this can be taught explicitly within lessons.
- Curriculum plans allow pupils to learn about musical culture and history
- Clearly defined end points have been identified to ensure that pupils build upon prior learning and develop their knowledge of key concepts.
- In addition to the taught curriculum, pupils attend musical ‘events’ and are given opportunities, such as singing in performances.
- Our curriculum also provides all pupils (currently when they enter Year 4) the opportunity to learn to play a musical instrument as we buy into the NYCC County Music Service Wider Opportunities scheme.

Implementation

Within and beyond our classrooms we provide a range of opportunities and implement a range of teaching methods to ensure that over the course of study, teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts.

- Music lessons are hands-on and interactive.
- Children discover their ‘singing voice’ gaining the confidence to sing as an individual and as part of a group.
- Performing also includes body action and movement and the playing of instruments. Children are taught to handle instruments correctly and with care.
- Each lesson follows a learning sequence which embeds the elements of music throughout: Listen & Appraise, Sing & Play and Share & Evaluate. Children start the lesson using their listening skills and appraise recorded music using a growing vocabulary relating to the key musical elements; they sing and play tuned instruments throughout the main part of the lesson, with opportunities to improvise and compose; and they culminate with a performance to share, evaluate and improve.

Impact

Through our music curriculum the impact is that:

- Children enjoy music in many ways: singing, listening to music and making music, and it makes them feel good.
- Children recognise a wide variety of music of different styles, cultures, periods and purposes.
- Children have an understanding of how to further develop skills less known to them, should they ever develop an interest in their lives.



Curriculum Planning

GOLDEN THREADS	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listen & Appraise	Begin to recognise simple repeated patterns and follow instructions about when to play and sing.	To listen with attention and begin to recall sounds.	Identify and recognise repeated patterns and follow a wider range of musical instructions. Listen to pieces of music and discuss them using simple vocabulary.	To begin to understand how different musical elements are combined and used to create an effect. To begin to recognise simple notations to represent music, including pitch and volume.	To listen to and understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians	To recognise and use a range of musical notations including staff notation. Contrast the work of a famous composer with another.	To use and apply a range of musical notations including staff notation, to plan, refine musical material.
Performance: singing & instruments	Use voices in different ways such as singing, speaking, whispering. Finding the singing voice. Pitch matching. Individual singing. Know the meaning of stop and start.	Use voices in different ways such as speaking, singing and chanting. Finding the pulse. Pitch matching.	Use voices in different ways such as singing, chanting and speaking. Finding the singing voice. Pitch matching. Individual singing.	To perform simple rhythmic and musical parts. Create accompaniments for tunes.	To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics.	To maintain my own part and be aware how the different parts fit together.	To sing in solo, unison and in parts with clear diction and controlled pitch.
Improvisation & composition	To know about and experiment with sounds.	To create and chose sounds to perform simple rhythmic patterns beginning to show an awareness of pulse.	To create and choose sounds for a specific effect and perform rhythmic patterns and accompaniments keeping a steady pulse.	To create simple rhythmic patterns that uses a small range of notes.	To create rhythmic and simple melodic patterns using an increasing number of notes.	To create increasingly complicated rhythmic and melodic phrases within given structures.	To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures.
Share & evaluate	To listen to short simple pieces of music and talk and whether they like or dislike it. Talk about how music makes you feel.	To listen to short simple pieces of music and talk about when and why they may hear it and whether they like or dislike it. Talk about how music makes you feel.	To listen and respond to different moods in music and talk about pitch, rhythm, and dynamics.	To comment on the effectiveness of own work, identifying and making improvements. Talk about whether to stand or sit.	To comment on the effectiveness of own work, identifying and making Improvements. Present a musical performance designed to capture the audience.	To comment on the success of own and others work, suggesting improvements based on intended outcomes.	To evaluate the success of own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved.
Key vocabulary	pulse, rhythm, pitch	pulse, rhythm, pitch	pulse, rhythm, pitch, tempo, timbre	pulse, rhythm, pitch, tempo, timbre, tempo,	pulse, rhythm, pitch, tempo, timbre, tempo,	dynamics, structure, texture, timbre, notation,	dynamics, structure, texture, timbre, notation,



Curriculum Planning

Musical styles	Various	Pop, musicals, military march, gospel, reggae	Pop, classical,	Hip Hop, rap, jazz, bossa nova, swing, Classical - Contemporary	Pop, soft rock, Big Band, jazz, blues, Early Music - Contemporary
Notation	N/A		5-note range, crotchet, quaver, minim,	5-note range, crotchet, quaver, minim	full octave (including b flat), semibreve, semiquavers, dotted notes, rests,



Curriculum Planning

Year 6 MTP		Autumn Term Happy	Spring Term Classroom Jazz 2	Summer Term Reflect, Rewind, Replay
Prior Knowledge (Retrieval)		Lower KS2/Y5 <ul style="list-style-type: none"> Identify how music can reflect different moods and meanings Sing in unison with clear diction Play increasingly complex rhythms within given structures Evaluate and suggest improvements to own and others work 	Lower KS2/Y5 <ul style="list-style-type: none"> Identify how music can reflect different moods and meanings Sing in unison with clear diction Play increasingly complex rhythms within given structures Evaluate and suggest improvements to own and others work Contrast the work of a famous composer to that of another Play I and perform in a range of solo and ensemble contexts 	Lower KS2/Y5 <ul style="list-style-type: none"> Identify how music can reflect different moods and meanings Sing in unison with clear diction Play increasingly complex rhythms within given structures Evaluate and suggest improvements to own and others work Contrast the work of a famous composer to that of another Play I and perform in a range of solo and ensemble contexts
Y6		Knowledge and Skills to be developed: <ul style="list-style-type: none"> Listen, internalise and recall patterns of sounds Sing in solo, uniform and in parts Improvise as part of a group performance Suggest specific improvements to compositions Create and improvise melodic and rhythmic phrases 	Knowledge and Skills to be developed: <ul style="list-style-type: none"> Listen, internalise and recall patterns of sounds Use notation including staff notation Sing in solo, uniform and in parts Improvise as part of a group performance Suggest specific improvements to compositions Create and improvise melodic and rhythmic phrases 	Knowledge and Skills to be developed: <ul style="list-style-type: none"> Listen, internalise and recall patterns of sounds Use notation including staff notation Sing in solo, uniform and in parts Improvise as part of a group performance Suggest specific improvements to compositions Create and improvise melodic and rhythmic phrases Develop an understanding of the history of music from different traditions When performing, maintain own part and have an awareness of people around you.
Future Learning		Year 7 <ul style="list-style-type: none"> play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices listen with increasing discrimination to a wide range of music from great composers and musicians develop a deepening understanding of the music that they perform and to which they listen, and its history 		
Vocabulary	All	dynamics, notation, melody, compose, improvise, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, groove, Motown, hook, riff, solo	dynamics, notation, melody, compose, improvise, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, riff, solo	dynamics, notation, Revise and extend Autumn and Spring vocabulary
	Most	dynamics, structure, notation, style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, groove, Motown, hook, riff, solo	dynamics, structure, notation, Blues, Jazz, improvisation, by ear, melody, compose, improvise, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, riff, solo	dynamics, structure, notation, Revise and extend Autumn and Spring vocabulary
	Some	dynamics, structure, texture, timbre, notation, style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre,	dynamics, structure, texture, timbre, notation, Blues, Jazz, improvisation, by ear, melody, compose, improvise, pulse,	dynamics, structure, texture, timbre, notation, Revise and extend Autumn and Spring vocabulary



Curriculum Planning

		texture, structure, dimensions of music, neo soul, producer, groove, Motown, hook, riff, solo	rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo	
Quality Pieces to listen to		Happy by Pharrell Williams Top of The World sung by The Carpenters Don't Worry Be Happy sung by Bobby McFerrin Walking on Sunshine sung by Katrina and the Waves When You're Smiling sung by Frank Sinatra Love Will Save The Day sung by Brendan Reilly	Bacharach Anorak Speaking My Peace Take the A train Meet the Blues Back O' Town Blues One O' Clock Jump	L'Autrier Pastoure Seoit (The Other Day A Shepherdess Was Sitting) - Traditional - Early Music Armide Overture by Jean-Baptiste Lully – Baroque The Marriage of Figaro: Overture by Mozart – Classical Erlkönig (D 382 Opus 1 Wer Reitet So Spät) by Schubert – Romantic Sonata for Horn In F by Hindemith - 20th Century Homelands by Nitin Sawhney - Contemporary
Enrichment Activities (e.g. visitors/visits)		Christmas songs performance to parents Lee Threadgold Christmas performance	NYCC Music Centre performance	West End Show – on tour
National Curriculum		<ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Improvise and compose music for a range of purposes using the inter-related dimensions of music • Listen with attention to detail and recall sounds with increasing aural memory • Use and understand staff and other musical notations • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • Develop an understanding of the history of music. 		