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# **Music *Curriculum***

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## Intent

Music learning should be interactive, engaging and fun and it is our intent at Maple Primary School to make this happen. Every child is entitled to a high-quality music education and we achieve this by providing every student with the opportunity to experience these three key aims:

- Perform, listen to, review and evaluate music
- Be taught to sing, create and compose music
- Understand and explore how music is created, produced and communicated.

Music involves the whole Maple community of children, parents and staff and the school's strong musical tradition is an important one. Our school calendar is somewhat determined by significant musical events, such as the Harvest Assemblies, the Christmas time Carol Service, Infant performances, care home recitals, the Young Voices Concert and the Year 6 production.

It is our intention that all pupils will gain experience of playing a musical instrument and that through participating in music lessons and additional opportunities, every child will develop their musical confidence and self-esteem.

The Charanga scheme of work is used to ensure that music is coherently planned and sequenced from Reception to Year 6.



## Implementation

At Maple Primary School, the staff assigned to each year group are those that implement the music curriculum, as we know they are best placed to implement an inclusive and accessible learning environment. The *Charanga Musical School Units of Work* enable children to understand musical concepts through a repetition-based approach to learning. The progression of skills (please see *Music whole school timetable*) clearly demonstrates this spiral view of learning, which allows pupils to develop both a deeper understanding of musical skills and concepts, and learning something new.

Through the peripatetic music teachers in school and the provision of recorder lessons for every child in Year 3, the music provision at Maple helps each child to embark on their musical journeys.

The overview below, (taken from the *2014 National Curriculum in England*) clearly shows the content that is covered at Maple Primary School:

<u>Key Stage 1</u>	<u>Key Stage 2</u>
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>• Play tuned and untuned instruments musically</li> <li>• Listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• Improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• Listen with attention to detail and recall sounds with increasing aural memory</li> <li>• Use and understand staff and other musical notations</li> <li>• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• Develop an understanding of the history of music.</li> </ul>



## Impact

Music is a discipline that takes time for children to appreciate, and so it is important that the teaching and learning reflects this. Therefore, the impact of 7 years of music learning enables several important outcomes:

Children are participators and hearers of live music, through the many opportunities provided for children to perform in plays, assemblies or larger events.

Through the carefully planned and structured Charanga scheme, children are exposed to different musical genres and learn to make historical links with the musical époque studied. Their understanding is enriched through making links between music and other curriculum subjects, giving them an appreciation of people, place and culture.

At any stage, the impact of the music curriculum on any year group brings an increase in confidence and instils a joy of music learning.

With the provision of peripatetic teachers in school, daily mindfulness music and weekly music lessons in class, children see the positive impact that music has on their academic learning and wellbeing.

As a result of the recorder lessons in Year 3 and use of the percussion instruments used in lessons, it is hoped that many will make an informed choice about whether to go on and learn to play another musical instrument.

A Maple music education inspires pupils to be lifelong learners of music. Music develops the whole child and impacts on their physical, intellectual, cognitive, linguistic, emotional, moral and spiritual selves. Children are actively involved in listening, improvising, composing and performing and be it individually or collectively, music brings pupils together and unites them in the universal language that we all share.



# Music

## Curriculum Map

		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Autumn	Me! My Stories Christmas Play	Hey You! Rhythm in the Way We Walk Christmas Play	Hands, Feet and Heart Christmas Play	Recorders	Mama Mia Glockenspiel	Livin' on a prayer Classroom Jazz	Happy Classroom Jazz Christmas Choir
	Spring	Everyone! My World	In The Groove Round and Round	Glockenspiel Unit I Wanna Play in a Band	Recorders	Stop! Lean on Me	Make you Feel My Love Fresh Prince of Bel Air	A New Year Carol O2 / Albert Hall Class Assembly
	Summer	Big Bear Funk Reflect, Rewind, Replay	Your Imagination Reflect, Rewind, Replay	Zootime Singing and Instruments Performing	Recorders	Blackbird Reflect, Rewind, Replay	Dancin' in the Street Reflect, Rewind, Replay	Production

	<b>Key Skills</b>	<p><u>Key Skills</u>  <b>30-50 months</b>          -Sings a few familiar songs.          - Taps out simple repeated rhythms.          - Explores and learns how sounds can be changed.          - Creates movement in response to music.          - Sings to self and makes up simple songs.          - Makes up rhythms.</p> <p><b>40-60 months</b>          -Begins to build a repertoire of songs and dances.          - Explores the different sounds of instruments.</p> <p>Children sing songs, make music and dance, and experiment with ways of changing them. (ELG - EMM)</p> <p>Children represent their own ideas, thoughts and feelings through music and dance. (ELG - BI)</p>	<p><u>Key Skills</u>  <b>Listen and Appraise</b>          -Learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p> <p><b>Games</b>          -Find the pulse.          -Listen to the rhythm and clap it.          -Copy back short rhythmic phrases</p>	<p><u>Key Skills</u>  <b>Listen and Appraise</b>          -Learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.          -Learn how songs can tell a story or describe an idea.</p> <p><b>Games</b>          -Find the pulse.          -Listen to the rhythm and clap it.          -Copy back short rhythmic phrases</p>	<p><u>Key Skills</u>  <b>Listen and Appraise</b>          Play and perform the recorder in solo and ensemble contexts, 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.</p>	<p><u>Key Skills</u>  <b>Listen and Appraise</b>          -Identify and move to the pulse.          -Talk about the musical dimensions working together in the Unit songs e.g. if the song gets louder in the chorus (dynamics). -Talk about the music and how it makes you feel.          -Listen carefully and respectfully to other people's thoughts about the music. -Use musical vocabulary.</p> <p><b>Games</b>          -Find the Pulse.          -Copy back the rhythm, by clapping or saying.          -Create own simple</p>	<p><u>Key Skills</u>  <b>Listen and Appraise</b>          -Identify and move to the pulse with ease.          -Talk about the musical dimensions working together in the Unit songs.          -Talk about the music and how it makes you feel.          -Listen carefully and respectfully to other people's thoughts about the music.          -Use musical vocabulary.          -Think about the message of songs.          -Compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</p> <p><b>Games</b>          Find the pulse.          Copy back rhythms based on the words of the main song, that include</p>	<p><u>Key Skills</u>  <b>Listen and Appraise</b>          -Identify and move to the pulse with ease.          -To talk about the musical dimensions working together in the Unit songs.          --Talk about the music and how it makes you feel, using musical language to describe the music.          -Listen carefully and respectfully to other people's thoughts about the music.          -Use musical vocabulary.          -Think about the message of songs.          -Compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</p> <p><b>Games</b>          -Find the pulse.          -Copy back rhythms based on the words of the main song, that include</p>
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			<p>based on words, with one and two syllables whilst marching to the steady beat.          -Create rhythms for others to copy.          -Listen &amp; sing back using 'la', whilst marching the steady beat.</p> <p><b>Singing</b>          -Learn about voices singing notes of different pitches (high and low).          -Learn that they can make different types of sounds with their voices.          -Learn to start and stop singing when following a leader.</p>	<p>based on words, with one and two syllables whilst marching to the steady beat.          -Create rhythms for others to copy.          -Listen &amp; sing back using 'la', whilst marching the steady beat.</p> <p><b>Singing</b>          -Learn about voices singing notes of different pitches (high and low).          -Learn that they can make different types of sounds with their voices.          -Learn to find a comfortable singing position.          -Learn to start and stop singing when following a leader.</p>		<p>rhythm patterns and share with class. -Listen and sing back the pitch. Copy back pitch with instruments, without then with notation.</p> <p><b>Singing</b>          -Sing in unison and in simple two-parts.          -Demonstrate a good singing posture. - Follow a leader when singing.          -Enjoy exploring singing solo.          -Sing with awareness of being 'in tune'. -Re-join the song if lost.          -Listen to the group when singing.</p>	<p>syncopation/off beat.          Copy back one-note using simple and syncopated rhythm patterns, or two-note riffs, by ear and with notation. Lead the class by inventing rhythms for others to copy back.          Question and answer using two or three different notes.</p> <p><b>Singing</b>          -Sing in unison and to sing backing vocals.          -Demonstrate a good singing posture.          -Follow a leader when singing.          -Enjoy exploring singing solo.          -Sing with awareness of being 'in tune'.          -Listen to the group when singing.          -Experience rapping and solo singing.          -Listen to each other and be aware</p>	<p>syncopation/off beat.          -Copy back one-note using simple and syncopated rhythm patterns and two-note or three-note riffs, by ear and with notation.          -Lead the class by inventing rhythms for others to copy back.          -Question and answer using two or three different notes.</p> <p><b>Singing</b>          -Sing in unison and to sing backing vocals.          -Demonstrate a good singing posture.          -Follow a leader when singing.          -Enjoy exploring singing solo.          -Sing with awareness of being 'in tune'.          -Listen to the group when singing.          -Experience rapping and solo singing.          -Listen to each other and be aware</p>
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			<p><b>Playing</b>  -Treat instruments carefully and with respect.  -Learn to play a tuned instrumental part.  -Listen to and follow musical instructions from a leader.</p>	<p><b>Playing</b>  -Treat instruments carefully and with respect.  -Learn to play a tuned instrumental part.  -Play the part in time with the steady pulse.  -Listen to and follow musical instructions from a leader.</p>		<p><b>Playing</b>  -Treat instruments carefully and with respect.  -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.  -Rehearse and perform a part within the context of the Unit song.  -Listen to and follow musical instructions from a leader.  - Experience leading the playing by making sure everyone plays in the playing section of the song.</p>	<p>of how you fit into the group.</p> <p><b>Playing</b>  -Play a musical instrument with the correct technique within the context of the Unit song.  -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.  -Rehearse and perform their part within the context of the Unit song.  -Listen to and follow musical instructions from a leader.  -Lead a rehearsal session.</p>	<p>of how you fit into the group.</p> <p><b>Playing</b>  -Play a musical instrument with the correct technique within the context of the Unit song.  -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.  -Rehearse and perform their part within the context of the Unit song.  -Listen to and follow musical instructions from a leader.  -Lead a rehearsal session.</p>
			<p><b>Improvisation</b>  -Listen and clap back, then listen</p>	<p><b>Improvisation</b>  -Listen and clap back, then listen</p>		<p><b>Improvisation</b>  -Improvise using instruments in the</p>	<p><b>Improvisation</b>  -Improvise using instruments in the</p>	<p><b>Improvisation</b>  -Improvise using instruments in the</p>

			<p>and clap your own answer.</p> <ul style="list-style-type: none"> <li>-Using voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.</li> <li>-Take it in turns to improvise using one or two notes.</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>-Create simple melodies using 1, 2 or 3 different notes.</li> <li>-Learn how the notes of the composition can be written down and changed.</li> </ul>	<p>and clap your own answer.</p> <ul style="list-style-type: none"> <li>-Using voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.</li> <li>-Take it in turns to improvise using one or two notes.</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>-Create simple melodies using 1, 3 or 5 different notes.</li> <li>-Learn how the notes of the composition can be written down and changed.</li> </ul>		<p>context of a song you are learning to perform.</p> <ul style="list-style-type: none"> <li>-Listen and sing back melodic patterns.</li> <li>-Using instruments, listen and take turns to improvise using one, two or three different notes.</li> <li>-Listen and copy back using two different notes on an instrument.</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>-Help create at least one simple melody using one, three or all five different notes.</li> <li>-Plan and create a section of music that can be performed within the context of the unit song.</li> <li>-Talk about how it was created.</li> <li>-Listen to and reflect upon the developing composition and</li> </ul>	<p>context of a song to be performed.</p> <ul style="list-style-type: none"> <li>-Play and copy back one, two or three notes, using instruments.</li> <li>-Question and Answer using instruments, playing one, two or three notes,</li> <li>-Improvise using one, two or three notes.</li> <li>Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern).</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>-Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</li> <li>-Explain the keynote or home note and the structure of the melody.</li> <li>-Listen to and reflect upon the developing composition and</li> </ul>	<p>context of a song to be performed.</p> <ul style="list-style-type: none"> <li>-Play and copy back one, two or three notes, using instruments.</li> <li>-Question and Answer using instruments, playing one, two or three notes,</li> <li>-Improvise using one, two or three notes.</li> <li>Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern).</li> </ul> <p><b>Composition</b></p> <ul style="list-style-type: none"> <li>-Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</li> <li>-Explain the keynote or home note and the structure of the melody.</li> <li>-Listen to and reflect upon the developing composition and</li> </ul>
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						<p>make musical decisions about pulse, rhythm, pitch, dynamics and tempo. -Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>	<p>make musical decisions about how the melody connects with the song. -Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>	<p>make musical decisions about how the melody connects with the song. -Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>
			<p><b>Performance</b> -Choose a song they have learnt and perform it. -Add their ideas to the performance. -Record the performance and say how they were feeling about it.</p>	<p><b>Performance</b> -Choose a song they have learnt and perform it. -Add their ideas to the performance. -Record the performance and say how they were feeling about it.</p>		<p><b>Performance</b> -Choose what to perform and create a programme. -Present a musical performance designed to capture the audience. -Communicate the meaning of the words and clearly articulate them. -Talk about the best place to be when performing and how to stand or sit. - Record the performance and say how you were feeling, what you were pleased with and what you would change and why.</p>	<p><b>Performance</b> -Choose what to perform and create a programme. -Communicate the meaning of the words and clearly articulate them. -Talk about the venue and how to use it to best effect. -Record the performance and compare it to a previous performance. -Discuss and talk musically about it - "What went well?" and "It would have been even better if...?"</p>	<p><b>Performance</b> -Choose what to perform and create a programme. -Communicate the meaning of the words and clearly articulate them. -Talk about the venue and how to use it to best effect. -Record the performance and compare it to a previous performance. -Discuss and talk musically about it - "What went well?" and "It would have been even better if...?"</p>