



Purpose of study

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Aims

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

YEAR	Theme 1	Theme 2	Theme 3	Theme 4	Theme 5	Theme 6	EXTRA UNITS
R	<u>Do you want to be friends?</u> Me!	<u>Why do squirrels hide their nuts?</u> My Stories CHRISTMAS PERFORMANCE	<u>Do cows drink milk?</u> Everyone	<u>Why do ladybirds have spots?</u> Our World	<u>Will you read me a story?</u> Big Bear Funk	<u>Are we there yet?</u> Reflect Rewind and Replay	Use SEN units
1	<u>Memory Box</u> Hey You!	<u>Paws, claws and whiskers</u> Rhythm in the way we walk and the Banana Rap	<u>Splendid skies</u> In the Groove	<u>Enchanted Woodland</u> MORNING OF MUSIC	<u>Bright lights, Big City</u> Your Imagination	<u>Bright lights, Big City</u> Reflect Rewind and Replay	Round and Round
2	<u>Towers, turrets and tunnels</u> Hands Feet Heart	<u>Moon zoom</u> NATIVITY PRODUCTION	<u>Land ahoy!</u> I Wanna Play in a Band	<u>Street Detectives</u> Zoo Time	<u>Beat Band Boogie</u> Friendship Song	<u>Wriggle and crawl</u> Reflect Rewind and Replay	Ho! Ho! Ho!

3	<u>Tribal tales</u> Let Your Spirit Fly	<u>Mighty Metals</u> Glockenspiel Stage 1	<u>Gods and Mortals</u> <u>Tremors</u> MORNING OF MUSIC		<u>Urban Pioneers</u> Bringing Us Together	<u>Scrumdiddlyumptious</u> MUSICAL EXTRAVAGANZA PERFORMANCE (Morning of Music songs, Charanga songs, Performance from instrument lessons)	<ul style="list-style-type: none"> Three Little Birds (Reggae) The Dragon Song (world Music) <p>Year 3 to ensure the <u>listening activities</u> from Charanga are used from the above units</p>
	Musical instrument lessons 30 minutes a week PLUS 30 minutes of curriculum music (Charanga)						Reflect Rewind and Replay
4	<u>Blue Abyss</u> Mamma Mia!	<u>Burps, bottoms and bile</u> Glockenspiel Stage 2	<u>Playlist</u> Production Songs Stop!	<u>Misty mountain, winding river</u> PRODUCTION	<u>Rainforests</u> Blackbird	<u>I am warrior</u> Reflect Rewind and Replay	Lean On Me
5	<u>Pharaohs</u> Livin' On A Prayer	<u>Stargazers</u> Classroom Jazz 1	<u>Traders and Raiders</u> Production Songs Fresh Prince of Bel Air	<u>Traders and Raiders</u> PRODUCTION	<u>Alchemy Island</u> Dancing in the Street	<u>Beast Creator</u> Reflect Rewind and Replay	Make You Feel My Love
6	<u>Hola Mexico</u> Happy	<u>A Child's War</u> Classroom Jazz 2	<u>Frozen Kingdom</u> A New Year Carol	<u>Darwin's Delights</u> You've Got a Friend	<u>Blood Heart</u> Music and Identity	<u>Gallery Rebels</u> PRODUCTION	Reflect Rewind and Replay

Within each term, and where appropriate, within each unit of work, pupils will be given the opportunity to develop composition skills, using graphic scores. This will enhance their musical appreciation and awareness of composition as a means of communication.

Subject knowledge

Key stage 1

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key stage 2

- Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.
- Pupils should be taught to:
- 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.

This subject content is mainly taught through a Lpcal Authority online scheme of work called Charanga. This is enhanced through our wider curriculum provision which includes, weekly singing practice, performances, morning of music participation, a year of instrumental tuition for Year 3, live music recitals and performances and a variety of local and national music events.