



# Curriculum Statement: Music

Curriculum Statement for Music	
<b>Intent</b>	<p>At St John's Primary School, we fully intend to inspire, nurture and cultivate a true, embedded love of music. Our greatest aim is to empower all pupils towards fulfilling their maximum potential and promise through the provision of the highest quality teaching, support and encouragement.</p> <p>By working as one and within the class and community collective, we aspire to assist and allow a personalised, individual and group sense and understanding of reflection, expression and emotional growth and progression through making music, both individually and together. We also fully intend to promote the understanding and appreciation of the richness and diversity of world cultures, styles, times and periods.</p> <p>The delivery of Music at St John's Primary School will nurture a passion and comprehension of music through active involvement in listening, appraising, composing and performing.</p> <p>We value music because it is a most powerful and unique form of communication that can change and impact the way children feel, think and act. We believe that teaching music helps the body and the mind work together. Exposing children to music during early development helps them to learn the sounds and meanings of words. Dancing to music helps children build motor skills while allowing them to practice self-expression.</p> <p>We believe that every child should have the opportunity to develop their musical potential and we aim to nurture and encourage musical development across the whole school.</p>



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Implementation	<p>The Charanga Musical School Scheme provides St John's teachers with week-by-week lesson support for each year group in the school. Teachers deliver a one hour lesson very two weeks. It is ideal for specialist and non-specialist teachers and provides lesson plans, assessment, clear progression, and engaging and exciting whiteboard resources to support every lesson.</p> <p>The Scheme supports all the requirements of the National Curriculum.</p> <p>In line with the curriculum for music and guidance from Ofsted, this Scheme moves away from the previous levels and learning objective/outcome concepts to an integrated, practical, exploratory and child-led approach to musical learning.</p> <p>Each Unit of Work is comprised of six of the main strands of musical learning, which correspond with the national curriculum for music:</p> <ul style="list-style-type: none"><li>o Listening and Appraising</li><li>o Singing</li><li>o Playing instruments</li><li>o Improvisation</li><li>o Composition</li><li>o Performing</li></ul> <p>It is understood that Musical Activities, including Warm-up Game and Optional Flexible Games will feature within every lesson, as the children ready themselves and prepare for that particular lesson's learning.</p> <p>Charanga Musical School Units of Work enable children to understand musical concepts through a repetition-based approach to learning. Learning about the same musical concept through different musical activities enables a more secure, deeper learning and mastery of musical skills.</p> <p>The curriculum is spirals, repeating a musical skill doesn't necessarily mean progress is slowing down or development is moving backwards! It's just shifting within the spiral. Mastery means both a deeper understanding of musical skills and concepts and learning something new.</p> <p>The scheme highlights differentiated and deeper learning for each child that constantly builds through each step/lesson, unit and year.</p>
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As our children move through the year groups, and progress, the learning widens.

All musical learning in this scheme is built around the Interrelated Dimensions of Music: pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation. These dimensions are at the centre of all the learning.

From Reception to Year 6, the learning consists of six half-termly Units of Work. The final unit in each year - Reflect, Rewind and Replay - allows for revision and more extension activities.

All activities are based around a song.

Singing is at the heart of all of the musical learning.

Games embed the Interrelated Dimensions of Music through repetition.

The playing of instruments with the song to be learnt, is also to be encouraged – this includes tuned/un-tuned classroom percussion, and the option to play any band instrument.

A sound-before-symbol approach is used but scores are provided as an understanding of notation is ultimately introduced to the children.

Improvising with the song using voices and instruments occurs in some Units of Work.

Composing with the song using instruments occurs in some Units of Work

Instrumental work, and musical progression throughout the school, is differentiated; allowing children to move through the relevant parts as they need to.

An integrated, aspirational approach to musical learning means that the whole musical experience is important, children are learning music through these activities. Children also have the opportunity to perform, and share, what has taken place during the lesson and work towards performing to an audience.



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Three and Four Year Olds	
Communication and Language:	Sing a large repertoire of songs
Physical Development:	Use large-muscle movements to wave flags and streamers, paint and make marks.
Expressive Arts and Design:	<p>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>
Reception	
Communication and Language:	<p>Listen carefully to rhymes and songs, paying attention to how they sound.            Learn rhymes, poems and songs.</p>
Physical Development:	Combine different movements with ease and fluency.
Expressive Arts and Design:	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <ul style="list-style-type: none"> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>• Explore and engage in music making and dance, performing solo or in groups.</li> </ul>
Early Learning Goals	
Expressive Arts and Design:	Sing a range of well-known nursery rhymes and songs.
Being Imaginative and Expressive	Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.



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When supporting learners who struggle with attention we will...
<ul style="list-style-type: none"><li>▪ Carefully consider the layout of the learning environment to engage all learners and maximise access to resources, bearing in mind that circles and grouped tables can be a barrier to attention on learning.</li><li>▪ Pre-expose learners to the content of the lesson, e.g., show them particular instruments and how they are played, share snippets of music and pre-teach musical elements and terminology.</li><li>▪ Consider potential unhelpful sources of distraction, such as over-frequent changes of task or unstructured group work.</li><li>▪ Give learners a particular role in the lesson to keep them engaged and promote active participation.</li><li>▪ Arrange movement breaks or short 'time out' breaks away from the learning environment when and if necessary.</li></ul>
When supporting learners who have sensory issues we will...
<ul style="list-style-type: none"><li>▪ Consider the size of the group and allow for the fact that learners may benefit from smaller groups or individual work.</li><li>▪ Music lessons can be challenging for learners with auditory sensitivity. Pre-exposure to music and/or instruments can help to prepare learners, as can the use of a neighbouring room, if space allows. Ear defenders can enable learners to partake in lessons with more confidence.</li><li>▪ Create opportunities for physical contact with instruments and/or sound sources if learners cannot hear sounds clearly. Percussion, stringed, wind and brass instruments all lend themselves well to this.</li><li>▪ Consider the lighting in the learning environment and if learners would benefit from reduced glare on interactive whiteboards and computer screens.</li></ul>
When supporting learners who struggle to access lesson because of literacy issues we will...
<ul style="list-style-type: none"><li>▪ Provide visual aids to enable learners to identify instruments and musical dimensions, such as pitch and tempo.</li><li>▪ Use strategies such as modelling, demonstrating and imitating to help learners understand musical concepts.</li><li>▪ Create a graphic score or pictorial representations of a composition to provide a form of non-verbal communication.</li></ul>
When supporting learners who struggle to retain vocabulary we will...
<ul style="list-style-type: none"><li>▪ Begin each lesson with a recap of key vocabulary learned to date.</li><li>▪ Provide visual word banks that are accessible throughout, as necessary. For support in identifying different instruments photographs of those learners playing the instruments, can help with retention. For support with the meanings of musical dimensions, pictorial word banks can be effective.</li><li>▪ Drip-feed key vocabulary throughout the school day, rather than limiting references to specific music lessons. Discussions around music listened to during assemblies or in other curriculum areas can help to embed this language.</li></ul>
When supporting learners who need time to develop conceptual understanding we will...
<ul style="list-style-type: none"><li>▪ Break down content into small steps and allow time for guided practice of each step to build up conceptual understanding.</li><li>▪ If resources allow, create a small group opportunity to enable learners to develop understanding with closer adult intervention.</li></ul>



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- Maximise opportunities to model, demonstrate and imitate in to encourage active participation through a scaffolded experience.

Progression of Music Knowledge and Key Skills:	
Listening and Appraising	
Singing	
Playing Instruments	
Improvisation	
Composition	
Performing	

Listening and Appraising		
KS1	LKS2	UKS2



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<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> <li>▪ To know five songs off by heart.</li> <li>▪ To know some songs have a chorus or a response/answer part.</li> <li>▪ To know that songs have a musical style.</li> </ul> <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>▪ To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</li> <li>▪ To learn how songs can tell a story or describe an idea.</li> </ul>	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> <li>▪ To know five songs from memory and who sang them or wrote them.</li> <li>▪ To know the style of the five songs.</li> <li>▪ To choose one song and be able to talk about: Some of the style indicators of that song (musical characteristics that give the song its style). The lyrics: what the song is about. Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch). Identify the main sections of the song (introduction, verse, chorus etc). Name some of the instruments they heard in the song.</li> </ul>	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> <li>▪ To know five songs from memory, who sang or wrote them, when they were written and why?</li> <li>▪ To know the style of the songs and to name other songs from the Units in those styles.</li> <li>▪ To choose three or four other songs and be able to talk about: The style indicators of the songs (musical characteristics that give the songs their style) the lyrics: what the songs are about. Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre.) Identify the structure of the songs (intro, verse, chorus etc.) Name some of the instruments used in the songs. The historical context of the songs. What else was going on at this time, musically and historically?</li> </ul>
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	<p><u>Skills:</u></p>	<ul style="list-style-type: none"> <li>▪ To know and talk about that fact that we each have a musical identity.</li> </ul>
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	<ul style="list-style-type: none"> <li>▪ To confidently identify and move to the pulse.</li> <li>▪ To talk about the musical dimensions working together in the unit songs e.g. if the song gets louder in the chorus (dynamics).</li> <li>▪ Talk about the music and how it makes them feel. Listen carefully and respectfully to other people’s thoughts about the music.</li> </ul> <p>When you talk try to use musical words.</p>	<p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>▪ To identify and move to the pulse with ease.</li> <li>▪ To think about the message of songs.</li> <li>▪ To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</li> <li>▪ Listen carefully and respectfully to other people’s thoughts about the music.</li> <li>▪ Use musical words when talking about the songs.</li> <li>▪ To talk about the musical dimensions working together in the Unit songs.</li> <li>▪ Talk about the music and how it makes you feel, using musical language to describe the music.</li> </ul>
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Singing		
KS1	LKS2	UKS2





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<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> <li>▪ To confidently know and sing five songs from memory.</li> <li>▪ To know that unison is everyone singing at the same time.</li> <li>▪ To know that songs include other ways of using the voice e.g. rapping (spoken word).</li> <li>▪ To know why we need to warm up our voices.</li> </ul> <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>▪ Learn about voices singing notes of different pitches (high and low).</li> <li>▪ Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm).</li> <li>▪ Learn to find a comfortable singing position.</li> <li>▪ Learn to start and stop singing when following a leader.</li> </ul>	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> <li>▪ Singing in a group can be called a choir</li> <li>▪ Leader or conductor: A person who the choir or group follow.</li> <li>▪ Songs can make you feel different things e.g. happy, energetic or sad.</li> <li>▪ Singing as part of an ensemble or large group is fun, but that you must listen to each other.</li> <li>▪ Texture: How a solo singer makes a thinner texture than a large group.</li> <li>▪ To know why you must warm up your voice</li> </ul> <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>▪ To sing in unison and in simple two-parts.</li> <li>▪ To demonstrate a good singing posture.</li> <li>▪ To follow a leader when singing.</li> <li>▪ To enjoy exploring singing solo.</li> <li>▪ To sing with awareness of being 'in tune'.</li> <li>▪ To re-join the song if lost.</li> <li>▪ To listen to the group when singing.</li> </ul>	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> <li>▪ To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</li> <li>▪ To know about the style of the songs so you can represent the feeling and context to your audience</li> <li>▪ To choose a song and be able to talk about: Its main features. Singing in unison, the solo, lead vocal, backing vocals or rapping. To know what the song is about and the meaning of the lyrics. To know and explain the importance of warming up your voice.</li> </ul> <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>▪ To sing in unison and to sing backing vocals.</li> <li>▪ To demonstrate a good singing posture.</li> <li>▪ To follow a leader when singing.</li> <li>▪ To experience rapping and solo singing.</li> <li>▪ To listen to each other and be aware of how you fit into the group.</li> <li>▪ To sing with awareness of being 'in tune'.</li> </ul>
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Playing Instruments		
KS1	LKS2	UKS2



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<p><u>Knowledge:</u></p> <ul style="list-style-type: none"><li>▪ Learn the names of the notes in their instrumental part from memory or when written down.</li><li>▪ Know the names of untuned percussion instruments played in class.</li></ul> <p><u>Skills:</u></p> <ul style="list-style-type: none"><li>▪ Treat instruments carefully and with respect.</li><li>▪ Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part).</li><li>▪ Play the part in time with the steady pulse.</li><li>▪ Listen to and follow musical instructions from a leader.</li></ul>	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"><li>▪ To know and be able to talk about: The instruments used in class (a glockenspiel, recorder or xylophone). Other instruments they might play or be played in a band or orchestra or by their friends</li></ul> <p><u>Skills:</u></p> <ul style="list-style-type: none"><li>▪ To treat instruments carefully and with respect.</li><li>▪ 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.</li><li>▪ To rehearse and perform their part within the context of the Unit song.</li><li>▪ To listen to and follow musical instructions from a leader.</li><li>▪ To experience leading the playing by making sure everyone plays in the playing section of the song.</li></ul>	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"><li>▪ To know and be able to talk about: Different ways of writing music down – e.g. staff notation, symbols. The notes C, D, E, F, G, A, B + C on the treble stave. The instruments they might play or be played in a band or orchestra or by their friends.</li></ul> <p><u>Skills:</u></p> <ul style="list-style-type: none"><li>▪ Play a musical instrument with the correct technique within the context of the Unit song.</li><li>▪ 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.</li><li>▪ To rehearse and perform their part within the context of the Unit song.</li><li>▪ To listen to and follow musical instructions from a leader.</li><li>▪ To lead a rehearsal session.</li></ul>
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## Curriculum Statement: Music

KS1	LKS2	UKS2
<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> <li>▪ Improvisation is making up your own tunes on the spot.</li> <li>▪ When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>▪ Everyone can improvise, and you can use one or two notes.</li> </ul> <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>▪ Use the improvisation tracks provided.</li> <li>▪ Improvise using the three challenges: 1. Clap and improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). 2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. 3. Improvise! – Take it in turns to improvise using one or two notes.</li> </ul>	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> <li>▪ To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>▪ To know that using one or two notes confidently is better than using five.</li> <li>▪ To know that if you improvise using the notes you are given, you cannot make a mistake.</li> <li>▪ To know that you can use some of the riffs you have heard in the Challenges in your improvisations.</li> </ul> <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>▪ Improvise using instruments in the context of a song they are learning to perform. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</li> <li>▪ Bronze Challenge: Copy back – Listen and sing back melodic patterns. Play and Improvise – Using instruments, listen and play your own answer using one note. Improvise! – Take it in turns to improvise using one note.</li> </ul>	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> <li>▪ To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>▪ To know that using one, two or three notes confidently is better than using five.</li> <li>▪ To know that if you improvise using the notes you are given, you cannot make a mistake.</li> <li>▪ To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations.</li> <li>▪ To know three well-known improvising musicians</li> </ul> <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>▪ Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</li> </ul>



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	<ul style="list-style-type: none"><li>▪ Silver Challenge: Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes. Play and Improve – Using your instruments, listen and play your own answer using one or two notes. Improve! – Take it in turns to improvise using one or two notes.</li><li>▪ Gold Challenge: Sing, Play and Copy Back – Listen and copy back using instruments, two different notes. Play and Improve – Using your instruments, listen and play your own answer using two different notes. Improve! – Take it in turns to improvise using three different notes.</li></ul>	<ul style="list-style-type: none"><li>▪ 1. Play and Copy Back. Bronze – Copy back using instruments. Use one note. Silver – Copy back using instruments. Use the two notes. Gold – Copy back using instruments. Use the three notes. 2. Play and Improve You will be using up to three notes: ○ Bronze – Question and Answer using instruments. Use one note in your answer. Silver – Question and Answer using instruments. Use two notes in your answer. Always start on a G. Gold – Question and Answer using instruments. Use three notes in your answer. Always start on a G. 3. Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan: Bronze – Improve using one note. Silver – Improve using two notes. Gold – Improve using three notes. Classroom Jazz 2 – Improve 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>
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Composition		
KS1	LKS2	UKS2
<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> <li>Composing is like writing a story with music.</li> <li>Everyone can compose.</li> </ul> <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>Help create three simple melodies with the Units using one, three or five different notes.</li> <li>Learn how the notes of the composition can be written down and changed if necessary.</li> </ul>	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> <li>To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. Different ways of recording compositions (letter names, symbols, audio etc.)</li> </ul> <p><u>Skills:</u></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 make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</li> <li>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul>	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> <li>To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</li> <li>A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure.</li> <li>Notation: recognise the connection between sound and symbol</li> </ul> <p><u>Skills:</u></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 make musical decisions about how the melody connects with the song.</li> <li>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</li> </ul>



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Performing		
KS1	LKS2	UKS2
<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> <li>▪ A performance is sharing music with an audience.</li> <li>▪ A performance can be a special occasion and involve a class, a year group or a whole school.</li> <li>▪ An audience can include your parents and friends.</li> </ul> <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>▪ Choose a song they have learnt from the Scheme and perform it.</li> <li>▪ They can add their ideas to the performance.</li> <li>▪ Record the performance and say how they were feeling about it.</li> </ul>	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> <li>▪ To know and be able to talk about: Performing is sharing music with other people, an audience.</li> <li>▪ A performance doesn't have to be a drama! It can be to one person or to each other. You need to know and have planned everything that will be performed. You must sing or rap the words clearly and play with confidence</li> <li>▪ A performance can be a special occasion and involve an audience including of people you don't know.</li> <li>▪ It is planned and different for each occasion.</li> <li>▪ It involves communicating feelings, thoughts and ideas about the song/music</li> </ul> <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>▪ To choose what to perform and create a programme. Present a musical performance designed to capture the audience.</li> <li>▪ To communicate the meaning of the words and clearly articulate them.</li> <li>▪ To talk about the best place to be when performing and how to stand or sit.</li> <li>▪ To record the performance and say how they were feeling, what they</li> </ul>	<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> <li>▪ To know and be able to talk about: Performing is sharing music with an audience with belief</li> <li>▪ A performance doesn't have to be a drama! It can be to one person or to each other. Everything that will be performed must be planned and learned. You must sing or rap the words clearly and play with confidence.</li> <li>▪ A performance can be a special occasion and involve an audience including of people you don't know.</li> <li>▪ It is planned and different for each occasion.</li> <li>▪ A performance involves communicating ideas, thoughts and feelings about the song/music</li> </ul> <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>▪ To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them.</li> <li>▪ To talk about the venue and how to use it to best effect.</li> <li>▪ To record the performance and compare it to a previous performance.</li> </ul>



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	were pleased with what they would change and why.	<ul style="list-style-type: none"> <li>To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</li> </ul>
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<u>Long term plan</u>		
<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<u>Reception</u>		
<b><i>My Stories</i></b> Learn to sing nursery rhymes and action songs. Listening and responding to different styles of music.	<b><i>Our World</i></b> Singing and learning to play instruments within a song. Share and perform the learning that has taken place.	<b><i>Big Bear Funk</i></b> Listening and appraising Funk music. Improvisation: using voices and instruments. Share and perform the learning that has taken place.
<u>Year 1</u>		
<b><i>Hey you!</i></b> Learn about the differences between pulse, rhythm and pitch. Learn how to rap, and enjoy it in its original form.	<b><i>In The Groove</i></b> Learn about different styles of music: Blues, Baroque, Latin, Bhangra, Folk and Funk. Listen and Appraise: Listen to a well-known song in that week's style.	<b><i>Your Imagination</i></b> Find the pulse of the music. Improvise when playing a musical instrument. Compose a simple melody.
<u>Year 2</u>		
<b><i>Hands Feet Heart</i></b> Know that rhythm is different to pulse. Copy and clap back rhythm.	<b><i>I wanna play in a band</i></b> Find a pulse. Play accurately and in time.	<b><i>Friendship song</i></b> Play in time. Improvise as part of a performance.



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<b>Year 3</b>		
<b><i>Let your spirits fly</i></b> Pitch, rhythm, pulse and performance.	<b><i>Three little birds</i></b> Pulse, rhythm, pitch, singing and playing instruments. Learn to sing, play, improvise and compose within this song.	<b><i>Bringing us together</i></b> Pulse, rhythm, pitch, singing and playing instruments. Learn to sing, play, improvise and compose within this song.
<b>Year 4</b>		
<b><i>Mamma Mia</i></b> Listen and Appraise. Rhythm and Pitch. Rehearsal.	<b><i>Stop</i></b> Genre Comparison. Pulse. Composition.	<b><i>Blackbird</i></b> Dynamics. The main components of song structure. Performance.
<b>Year 5</b>		
<b><i>Livin' on a Prayer</i></b> Rock Discuss main features of genre. Compare and contrast songs in genre. Look at how different parts of a song work together.	<b><i>Classroom Jazz</i></b> Jazz and Improvisation. Discuss main features of genre. Improvisation.	<b><i>Fresh Prince of Bel Air</i></b> Old School Hip-Hop. Discuss main features of genre. Compare and contrast songs in genre. Compose and perform a rap.
<b>Year 6</b>		
<b><i>Happy</i></b> Pop/Motown. What makes us happy? Video/project with musical examples.	<b><i>You've Got a Friend</i></b> The Music of Carole King; exploring her importance as a female composer in the world of popular music.	<b><i>Music &amp; Me</i></b> Contemporary, music and identity. Celebrating the role of women in the music industry.





# Curriculum Statement: Music

Impact	<p>By the end of their time at St John’s our children should be enriched by a full, varied and grounded musical education, based around the Interrelated Dimensions of Music: pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation.</p> <p>These dimensions are at the centre of all the learning; they are the musical building blocks. This is an integrated approach to musical learning where games, the interrelated dimensions of music, singing and playing instruments are all linked within a spiral of learning.</p> <p>An integrated approach to musical learning means that the whole musical experience is important, children are learning music through all of these interrelated activities. Two such activities that harness the depth and wealth of our musical variety and dexterity, at St. John’s, are our half-termly class performances to the rest of the school, and the integrated opportunity for all of our aspiring instrumentalists to have the opportunity to accompany all class performances and projects via a scaffolded approach to accompanying musical manuscripts, which can be selected and dispensed according to musical ability and aptitude.</p> <p>All pupils should have the opportunity to develop a good appreciation and understanding of music through active involvement as creators and performers of, and listeners to music from a diverse range of styles, traditions and cultures, including classical music.</p>
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Key learning outcomes at end of KS2	Knowledge:	Skills:	Vocabulary:
	<p>After the completion of our music curriculum, pupils should leave St John’s Catholic Primary School furnished with a rich array of skills and knowledge, to allow them to succeed in their secondary education and to be able to enjoy and appreciate music throughout their lives.</p>	<p>The anticipated impact is that children will:</p> <p>Be confident performers, composers and listeners and will be able to express themselves musically at, and beyond school.</p> <p>Show an appreciation and respect for a wide range of musical styles from around the world and will</p>	<p>Whilst now using term appropriate vocabulary, children will understand the ways in which music can be written down to support performing and composing activities.</p> <p>They will also demonstrate and articulate an enthusiasm for music and be able to identify their own personal musical preferences.</p>



# Curriculum Statement: Music

		<p>understand how music is influenced by the wider cultural, social, and historical contexts in which it is developed.</p>	<p>It is intended that all children will meet the end of key stage expectations outlined in the national curriculum for Music.</p> <p>If, for any reason, this is not possible, we still aim to deliver a varied, and ultimately accessible curriculum and scheme.</p>
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