

# Music

| Subject | Quote to lead subject                                    | Intent  | Implementation   | Impact  |
|---------|--|---|--|---|
| Music   | "Where words fail, music speaks"-Hans Christian Andersen | To implement a Music curriculum that promotes a love of music and teaches children to have an appreciation of music from a range of genres, cultures, styles and traditions. Through the teaching of music we aim to inspire children to create, compose and perform using instruments and voice. | Through 'Charanga' children are taught musical elements following the learning sequence of: Listen and Appraise, Musical Activities (including pulse and rhythm), Singing and Voice, playing instruments, Improvisation / Composition and Perform & Share. | Pupils will have developed their musical knowledge and skills to perform, compose and appreciate music; ensuring that music is able to enrich their future lives beyond their Primary School Years. |

| Music         | Autumn              |                             | Spring                                   |                              | Summer                                  |   |
|---------------|---------------------|-----------------------------|--|------------------------------|---|---|
| <b>Year 1</b> | Hey you!            | <b>Nativity Performance</b> | Rhythm In The Way We Walk and Banana Rap | In The Groove                | Round and Round                         | Your Imagination                        |
| <b>Year 2</b> | Hands, Feet, Heart  | <b>Nativity Performance</b> | I 'wanna' Play in a Band                 | Zoo Time                     | Friendship Song                         | Dragon Song                             |
| <b>Year 3</b> | Let your spirit fly | Three Little Birds          | Glockenspiel Stage 1                     | <b>Easter Performance</b>    | Whole class Instrument Recorder Lessons | Whole class Instrument Recorder Lessons |
| <b>Year 4</b> | Mamma Mia           | Glockenspiel Stage 2        | Stop!                                    | <b>Easter Performance</b>    | Lean on Me                              | Blackbird                               |
| <b>Year 5</b> | Livin' on a Prayer  | The Fresh Prince of Bel-Air | Harlow ROH-Year 3&4 songs OR             | Harlow ROH-Year 3&4 songs OR | Whole class instrument lessons          | Whole class instrument lessons          |

|               |       |                  |                                      |  |              |                               |
|---------------|-------|------------------|--------------------------------------|--|--------------|-------------------------------|
|               |       |                  | 'Reflect, Rewind & Replay'-Classical | 'Classroom Jazz 1'-<br>Bossa Nova and<br>Swing |              | <b>Summer<br/>Performance</b> |
| <b>Year 6</b> | Happy | Classroom Jazz 2 | A New Year Carol                     | You've Got A<br>Friend                         | Music and Me | <b>Summer<br/>Performance</b> |

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| <b>Music</b> |  | 1.1 play classroom instruments by tapping, shaking, scraping, rattling<br>1.3 follow simple signals: stop/start<br>1.6 co-ordinate actions to go with a song<br>1.7 speak and chant together  | Autumn |
| <b>Music</b> |  | 1.8 perform an action or a sound (clapping, stamping, etc) on the steady beat whilst singing<br>1.91 sing songs in different styles conveying different moods (happy, sad, angry etc) and with sense of enjoyment<br>1.93 recognise and respond through movement /dance to the different musical characteristics and moods of music                               | Spring |
| <b>Music</b> |  | 1.2 recognise the sounds of the percussion instruments used in the classroom and identify and name them<br>1.4 play loudly, quietly, fast, slow<br>1.5 begin to use musical terms [louder/quieter, slower/faster]<br>1.9 begin to articulate how changes in speed, pitch and dynamics affect the mood<br>1.92 sequence symbols to make a simple structure [score] | Summer |
| <b>Music</b> |  | 2.1 sing a variety of songs with more accuracy of pitch<br>2.2 echo short sung melodic phrases<br>2.3 play instruments with control e.g. maintaining a steady beat, getting faster/louder<br>2.9 compose repeated rhythmic patterns [ostinato]  | Autumn |
| <b>Music</b> |  | 2.8 perform a sequence of sounds using a graphic score<br>2.4 work and perform in smaller groups<br>2.7 compose rhythm patterns from words  | Spring |
| <b>Music</b> |  | 2.5 demonstrate some confidence in performing as a group and as an individual<br>2.6 recognise and respond to the mood of a piece of music: begin to use music terminology when describing how the mood is created [i.e. the mood is sad because the music is played very slowly and quietly]   | Summer |
| <b>Music</b> |  | 3.2 keep a steady beat on an instrument individually/in a group<br>3.3 use tuned percussion with increasing confidence  | Autumn |

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|              |  | 3.8 maintain a melodic or rhythmic ostinato to accompany a song  |        |
| <b>Music</b> |  | 3.4 recognise aurally wooden, metal, skin percussion instruments and begin to know their names<br>3.5 understand that posture, breathing and diction are important<br>3.6 play using symbols including graphic and/or simple traditional notation  | Spring |
| <b>Music</b> |  | 3.1 sing songs with a recognised structure (verse and chorus/ call and response)<br>3.7 chant or sing a round in two parts   | Summer |
| <b>Music</b> |  | 4.1 sing songs with a recognised structure (verse and chorus/ call and response)<br>4.2 perform with an awareness of others<br>4.3 follow simple hand directions from a leader<br>4.9 chant or sing a round in two parts   | Autumn |
| <b>Music</b> |  | 4.4 sing songs showing musical expression [phrasing, changes of tempi, dynamics; reflecting the mood and character of the song and its context]<br>4.5 copy short sung phrases and be able to sing up and down in step independently<br>4.6 identify whether a song has a verse/chorus or call and response structure<br>4.91 compose a piece of music that reflects images/ and atmosphere, that has a clearly defined plan, making subtle adjustments to achieve the intended effect | Spring |
| <b>Music</b> |  | 4.7 follow a leader, stopping / starting, playing faster/ slower and louder / quieter<br>4.8 perform to an audience of adults, an assembly or other classes with increasing confidence<br>4.92 sing confidently as part of a small group or solo being aware of posture and good diction<br>4.93 identify the use of metre in 2 or 3 in a piece of recorded or live music  | Summer |
| <b>Music</b> |  | 5.1 sing songs in a wide variety of styles, showing accuracy and expression<br>5.2 play a range of percussion/orchestral instruments with increasing confidence and ability<br>5.7 play and improvise as part of a group and as solo performer   | Autumn |
| <b>Music</b> |  | 5.4 sustain a melodic ostinato or drone to accompany singing/other instruments<br>5.5 sing a song with an understanding of its history and purpose (i.e. song about the environment, gospel song, protest song)  | Spring |

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|              |  | 5.9 play by ear – copy back: finding phrases or melodies on instruments with increasing confidence<br>5.92 talk about music they hear using musical terms   |        |
| <b>Music</b> |  | 5.3 sing independently with increasing confidence and accuracy<br>5.6 perform expressively showing an understanding of the music and its context<br>5.8 perform in a variety of styles/genres and own compositions, to an audience of adults and school assembly<br>5.91 compose a group / class arrangement of a song using voices and instruments<br>5.93 talk about the combined effect of layers in their own arrangements and compositions and how their pieces can be refined to achieve their desired effect | Summer |
| <b>Music</b> |  | 6.1 sing confidently in a wide variety of styles with expression<br>6.2 perform on a range of instruments confidently to an audience<br>6.3 communicate the meaning/mood of a song<br>6.5 compose music that reflects its given intentions e.g. a rap, a march  | Autumn |
| <b>Music</b> |  | 6.4 perform a song from memory with attention to phrasing, dynamics and accuracy of pitch, for a special occasion<br>6.8 maintain own part on a pitched instrument in a small ensemble<br>6.91 arrange a song for class performance with an appropriate pitched and unpitched accompaniment<br>6.93 continue to play by ear on pitched instruments, extending the length of phrases, melodies played  | Spring |
| <b>Music</b> |  | 6.6 read and play with confidence from conventional or graphic notation<br>6.7 use musical vocabulary and knowledge to talk about and discuss music from a variety of sources, traditions and cultures, including performances of their own and others' compositions<br>6.9 lead/conduct a group of instrumental performers<br>6.92 perform own compositions to an audience   | Summer |