

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	
Year 1	Hey you!	Nativity Performance	Rhythm In The Way We Walk and Banana Rap	In The Groove	Round and Round	Your Imagination
Year 2	Hands, Feet, Heart	Nativity Performance	I 'wanna' Play in a Band	Zoo Time	Friendship Song	Dragon Song
Year 3	Let your spirit fly	Three Little Birds	Glockenspiel Stage 1	Easter Performance	Whole class Instrument Recorder Lessons	Whole class Instrument Recorder Lessons
Year 4	Mamma Mia	Glockenspiel Stage 2	Stop!	Easter Performance	Lean on Me	Blackbird
Year 5	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'-Bossa Nova and Swing		Summer Performance
Year 6	Happy	Classroom Jazz 2	A New Year Carol	You've Got A Friend	Music and Me	Summer Performance

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

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

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