

**Music Intent**

Our vision

Our inclusive school is a place of creative learning where all talents are developed, celebrated and enjoyed. We nurture all to be curious, passionate and resilient lifelong learners. As a community, we listen to, forgive and love one another so all can be confident in who they are. Inspired by Jesus we walk beside each individual in our family by understanding and responding to their unique needs. We have hope in all our children that they grow to be open, compassionate people of the world who stand up for what is right.

**Compassion Friendship Forgiveness Resilience Hope**



The Music curriculum follows SingUp and offers a logical sequence of musical topics to support progression and curriculum coverage. The music lessons support cross curricular learning as well as enabling pupils to accumulate musical knowledge in an engaging, creative way, as they progress. The curriculum encompasses all aspects of singing, listening, composing and performing with an inclusive approach to cultural capital. The school aims to provide an engaging music curriculum that enriches individuals and the school’s wider community.

**Progression Narrative**

The SingUp curriculum assures full National Curriculum (England) coverage, and goes into depth in relation to singing, listening, composing and performing. Each year, building on prior knowledge, the children will explore the music that is the soundtrack to their lives.

The curriculum begins in Nursery where the children follow the scheme of work that is inspired by the 2021 Early Learning Goals. All the singing, composing, listening and music inspired movement based on the themes relating to ‘Personal, Social and Emotional Development’ and ‘Understanding the world’.

In years 1 and 2 children will: learn to sing simple songs, chants and rhymes from memory; listen to a variety of age appropriate music and identify some features; compose simple chants in question and answer phrases and understand the difference of rhythm and pitch as well as recognise how graphic notation can represent different sounds. These skills will be built upon each year so by the time the pupils reach year 6 they should be able to: sing a broad range of songs from an extended repertoire in harmony; use musical vocabulary to appraise compositions and to read defined notation; improvise with dynamics and melodic shape, compose a piece of music to evoke a particular mood, atmosphere or environment and play melodies on an instrument by notation or playing by ear. Music from around the world, from all different genres from the past to present day will be studied throughout

The SingUp curriculum we use at Charing helps meet the requirements of the intent, implementation and impact framework.

• Intent. They help assure curriculum breadth, coverage, content and a structure that enables clear progression in knowledge and skills. (Ofsted Handbook, 157: “It is clear what end points the curriculum is building towards, and what pupils will need to be able to know and do at those end points … The school’s curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before, and towards those defined end points.”)

• Implementation. The teaching activities in the music curriculum will help assure lively, effective and appropriate learning based on the logical structure. There will be a designated music lesson for each class, taught by the music lead every Friday. These will follow the curriculum outlined below. Where appropriate lessons will be cross curricular with other subjects. Sung times tables songs will be encouraged, making musical instruments from recycled and/or fair trade materials, as well as giving context to many of the subjects covered in history and geography.

In addition to the weekly lessons, music to celebrate faith will be covered in our weekly sung assemblies. During which time children who are keen will be given the opportunity to accompany the songs on their choice of instrument, both tuned and percussion as well as learning vocal harmonies to the songs where appropriate.

• Impact. Eventually each class will leave year 6 and be able to see how their skills have progressed from Reception to the end of primary school and use this as a reflective process. Audio files will be stored under their own names in corresponding files on the staff drive. Assessment of skills met will also be recorded in this book.

**Year group overview**

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| --- | --- | --- | --- | --- | --- | --- |
| Year 6 | Hey Mr Miller  Swing Music | Shadows  Artists and their influence  You to Me are Everything  Disco | Dona Nobis Pacem  3 part round | Instrumental  Calypso solèy levé | Ame sau vala tara bal  Indian Music | End of year Performance |
| Year 5 | Sea Shanties | Why we sing  Song writing | Madina Tun Nabi  Islamic song | Building a Groove  Tango | Balinese Gamelan  Composition | Instrumental  Rosewood Gratitude |
| Year 4 | This Little Light of Mine  Gospel | Film Music  Composing with colour | Doot Doot Song  Percussion | Instrumental  Recorder | Favourite Song  Classroom Percussion | Instrumental  Recorder |
| Year 3 | I’ve Been to Harlem | Scottish Boat songs  Sound symmetry | Classroom Percussion  Latin Dance | The Nutcracker  From a Railway Carriage | Instrumental  Recorder | Classroom Percussion  Fly with the Stars |
| Year 2 | Tony Chestnut | Carnival of the Animals  Birdsong | Grandma Rap | Orawa  Trains | Shostakovich  Charlie Chaplin | Polish Folk Songs |
| Year 1 | Menu Song | Colonel Hathi  Magical Aquarium | Football | Sea Shanties  Musical conversations | Dancing and Drawing  Cat and Mouse | Come Dance With Me |
| Reception | I’ve Got a Grumpy Face  Sorcerer’s Apprentice | Witch Witch  Row Row Row Your Boat | Cuckoo Polka  Shake my Sillies Out | Up and Down  5 Fine Bumble Bees | Under the Sea  Oh So Quiet | Slap, clap, clap  Bow Bow Bow Belinda |
| Nursery | Let’s Be Friends  Travel and Movement | Travel and Movement  Christmas | This is Me | Animal Tea Party | I’ve Got Feelings | Let’s Jam |

This curriculum is subject to change as a rolling year by year process to avoid repetition of topics and to ensure it is aligned with the next year’s curriculum and every child has the opportunity to learn a musical instrument.

Class overview 2024-2025

**Knowledge and Skills acquired in each year group**

**Year 1**

By the end of Year 1, children should *be able to:*

* Sing simple songs from memory;
* listen attentively to a short composition and share their opinion of it;
* improvise simple vocal chants, using question and answer phrases;
* walk, move or clap a steady beat with others;
* respond to pulse through movement.
* respond to simple visual instructions such as; start, stop, louder, quieter;
* recognise the four families of musical instruments in the orchestra and name some instruments;
* understand the difference between creating a rhythm and pitch pattern
* recognise how graphic notation can represent created sounds
* use body/classroom percussion and tuned instruments to maintain a steady beat and play a repeated rhythm;
* perform copy cat rhythm patterns;
* recognise high and low pitched sounds;
* use percussion to enhance a story.

**KEY VOCABULARY**: rhythm, melody, pitch, tempo, orchestra, piano, guitar, strings, percussion, woodwind, brass

**Year 2**

By the end of Year 2, children should *be able to:*

* sing songs accurately, with a pitch range and with increased vocal control;
* understand the meaning of dynamics and tempo;
* to listen and respond to longer pieces, state their opinion and how it makes them feel;
* create music in response to a non-musical stimulus;
* create a musical conversation with a partner;
* understand that tempo can change;
* mark the beat of a listening piece;
* know the difference between left and right to support coordination and movement with others;
* begin to group beats in twos and threes by tapping on knees on the first beat and clapping the remaining beats;
* play and invent copycat rhythms;
* begin to use stick notation for crotchets, quavers and crotchet rests;
* play a range of singing games;
* recognise dot notation and match it to 3-note tunes played on tuned percussion.

**KEY VOCABULARY:** dynamics (loud, quiet, getting louder, getting more quiet) tempo, accompaniment, chord, orchestral instruments, down beat

**Year 3**

By the end of Year 3, children should *be able to:*

* sing a wider range of unison songs of varying styles and structure, tunefully and with expression;
* perform actions confidently and in time to a range of action songs;
* walk, move or clap a steady beat with others and respond to a change of tempo;
* perform in school assemblies;
* become more skilled at improvising using voices, tuned and untuned percussion;
* structure musical ideas using echo or question and answer phrases;
* compose in response to different stimuli;
* combine rhythmic notation with letter names to create rising and falling phrases using just 3 notes;
* compose song accompaniments on untuned percussion using known rhythms and note values;
* develop facility in playing tuned percussion or a melodic instrument (ukulele/recorders) as an ensemble;
* use listening skills to correctly order phrases using dot notation (using 3 notes);
* understand the vocabulary; stave, clef, crotchet, quaver

**Year 4**

By the end of Year 4, children should *be able to:*

* sing a wide range of unison songs with the range of an octave, pitching voice accurately and following directions to get louder and quieter;
* sing rounds and partner songs in different time signatures;
* combine rhythmic notation with letter names;
* improvise on a limited range of pitches on the ukulele (recorder);
* compose a pentatonic phrase;
* compose to evoke mood;
* capture and record creative ideas using graphic symbols;
* develop facility in the basic skills of the ukulele (recorder)
* perform melodies following staff notation using a small range;
* perform in two or more parts;
* copy melodic phrases
* follow and perform simple rhythmic scores to a steady beat as an ensemble.

**KEY VOCABULARY:** binary form, call and response, echo, ostinato, stave, clef, crotchets, quavers, rest, time signatures, legato, staccato, pentatonic, octave, major, minor

**Year 5**

By the end of Year 5, children should *be able to:*

* sing a wide range of songs from an extended repertoire with a sense of ensemble and performance;
* sing three part rounds, partner songs, and songs with a verse and a chorus;
* perform a range of songs in school assemblies and school performance;
* copy a short melodic phrase including those using the pentatonic scale;
* understand the difference between minims, crotchets, paired quavers and rests;
* follow simple rhythmic scores to a steady beat, maintain individual pars accurately;
* improvise freely over a drone, with a developing sense of shape and character using tuned percussion and melodic instruments;
* improvise over a simple groove with melodic shape including a wider dynamic range;
* compose melodies from pairs of phrases;
* understand major and minor and use chords to evoke a specific atmosphere, mood or environment;
* capture and record creative ideas using rhythm notation, time signatures and staff notation
* play melodies on tuned percussion following staff notation written on one stave using notes within the middle C-C’ range;
* understand how triads are formed and play them on tuned percussion;
* perform a range of repertoire pieces and arrangements combining acoustic instruments;
* further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers;
* understand the difference between 2/4, ¾ and 4/4 time signatures.

**Year 6**

By the end of Year 6, children should be *able to:*

* sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance;
* continue to sing 3 and 4 part rounds no longer in discrete parts;
* perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience;
* create music with multiple sections that include repetition and contrast;
* use chord changes as part of an improvised sequence;
* extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape;
* plan and compose an 8 or 16 beat melodic phrase using the pentatonic scale with rhythmic variety and interest;
* compose melodies made from pairs of phrases in a key suitable for the instrument chosen and enhance these with rhythmic or chordal accompaniment;
* play a melody following staff notation, make decisions about dynamic range. Accompany this melody using block chords or a bass line;
* further understand the differences between semibreves, minims, crotchets, quavers and semiquavers and their equivalent rests;
* further develop the skills to read and perform pitch notation and play confidently from rhythmic scores.

**KEY VOCABULARY:** drone, improvisation, mezzo forte, mezzo piano, fortissimo, pianissimo, ternary form, accelerando, rallentando, a tempo, syncopation,

In addition, children will have had the opportunity, in every year group, to listen to a wide range of age appropriate music via video and live performances whilst being made aware of the stories, origins, traditions, history and social context of the music that they are listening to, singing and playing.