



KS1 National Curriculum	KS2 National Curriculum
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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. 	<p>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:</p> <ul style="list-style-type: none"> • 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.

Music Curriculum Statement of Intent:

We aim to bring music to life in the classroom through inspiring musical projects that are relevant to our children. Art and culture are integrated into our daily life and learning. Aspirational people from the world of music play a key role within our music curriculum. The music curriculum ensures children sing, listen, play, perform and evaluate. This is embedded in the classroom activities as well as the weekly singing assemblies, using the highly acclaimed 'Sing-up' resources, performances and the learning of instruments.

As a school we use Charanga, the online music platform for schools, from Reception through to Year 6. Charanga lessons are planned in sequences to provide children with the opportunities to review, remember, deepen and apply their understanding. The progressive nature of the themes within Charanga allows the children to build upon what they have previously learnt, while challenging them to develop and extend this knowledge to take their creativity to the next level.



Reception	<p>Me!</p> <p>My stories</p>	<p>Everyone!</p> <p>Our world</p>	<p>Big bear funk</p> <p>Reflect, rewind and replay</p>	<p><u>Cultural Understanding</u></p> <p>Cultural understanding is at the centre of all music learning in our curriculum. We explore the influence of culture and inspirational musicians through every project.</p> <p>Pupils have the opportunity to listen and appreciate a wide range of musical genres from around the world and through history.</p> <p><u>Beacon 1</u></p> <ul style="list-style-type: none"> Listen with concentration <p><u>Beacon 2</u></p> <ul style="list-style-type: none"> Use appropriate musical terminology to describe music <p><u>Beacon 3</u></p> <ul style="list-style-type: none"> Explore details within the music using appropriate musical terminology
Year 1	<p>Hey you!</p> <p>Rhythm in the way we walk and banana rap</p>	<p>In the groove</p> <p>Round and round</p>	<p>Your imagination</p> <p>Reflect, rewind and replay</p>	
Year 2	<p>Hands, feet, heart</p> <p>Ho, ho, ho</p>	<p>I wanna play in a band</p> <p>Zootime</p>	<p>Friendship song</p> <p>Reflect, rewind, replay</p>	
Year 3	<p>Let your music fly</p> <p>Glockenspiel Stage 1</p>	<p>Three little bears</p> <p>The Dragons' song</p>	<p>Bringing us together</p> <p>Reflect, rewind and replay</p>	
Year 4	<p>Mamma Mia</p> <p>Glockenspiel Stage 2</p>	<p>Stop!</p> <p>Lean on me</p>	<p>Blackbird</p> <p>Reflect, rewind and replay</p>	
Year 5	<p>Living on a prayer</p> <p>Classroom Jazz</p>	<p>Make Your Feet My Love</p> <p>The Fresh Prince of Bel Air</p>	<p>Dancing in the Street</p> <p>Reflect, rewind and replay</p>	
Year 6	<p>Happy</p> <p>Classroom Jazz 2</p>	<p>A New Year carol</p> <p>You've got a friend</p>	<p>Music and me</p> <p>Reflect, rewind and replay</p>	



	Key Skills and Knowledge		
	Beacon 1	Beacon 2	Beacon 3
Knowledge	<ul style="list-style-type: none"> Recognising familiar nursery rhymes and traditional songs 	<ul style="list-style-type: none"> Describing different genres of music 	<ul style="list-style-type: none"> Exploring changes in different genres of music over time
	Understand the following key vocabulary:	Understand the following key vocabulary:	Understand the following key vocabulary:
	<p>Expression: Sing with feeling. Percussive: Using the voice in a rhythmic manner. Pitch: how high or low a sound is. Dynamics: The softness or loudness of a sound. Tempo: The speed of the music. Beat: The regular rhythmic pattern of music. Time is counted in music by using beats. Rest: The musical symbol indicating silence/pause.</p>	<p>Melody: Notes that are played one after the other to make a tune. Rhythm: The pattern of musical movement. Fluency: Singing with flow. Control: The ability to perform phrases without pausing. Duration: The length of time a note is sounded. Staff: The lines of the score that the notes are written on to. Treble clef: The top set of lines (staff) in a piece of music, shown by a fancy letter G. Musical Notation:</p> <ul style="list-style-type: none"> - Crotchet - 1 beat note - Quaver - $\frac{1}{2}$ beat note - Minim - 2 beat note - Semi-breve - 4 beat note 	<p>Accuracy: Hit notes at the right pitch for the correct length of time. Chord: When three or more notes are played at the same time. Synthesised: Music produced electronically. Music Technology - using electronic software to produce music. Structure: The different sections of a piece of music pieced together. Timbre: The quality or colour of sound that makes one voice or instrument different from another. Texture: How layers of sound within a piece of music interact. Musical Notation:</p> <ul style="list-style-type: none"> - Crotchet rest - rest for 1 beat - Quaver rest - rest for $\frac{1}{2}$ a beat - Minim rest - rest for 2 beats - Semi-quaver - $\frac{1}{4}$ beat
Skills	<ul style="list-style-type: none"> Recognising familiar nursery rhymes and traditional songs Understand the following Vocabulary: Expression: Sing with feeling. Percussive: Using the voice in a rhythmic manner. Pitch: how high or low a sound is. Dynamics: The softness or loudness of a sound. Tempo: The speed of the music. Beat: The regular rhythmic pattern of music. Time is counted in music by using beats. Rest: The musical symbol indicating silence/pause. Listen with concentration Use our voices expressively Play simple rhythms Explore musical notation using graphics 	<ul style="list-style-type: none"> Describing different genres of music Use appropriate musical terminology to describe music Use our voices to perform as part of an ensemble Read simple notation to perform Compose a simple score 	<ul style="list-style-type: none"> Exploring changes in different genres of music over time Explore details within the music using appropriate musical terminology Use our voices to perform in a variety of contexts Read a wide range of musical notation to perform Compose using a range of musical structures