

Music Curriculum Overview

<p><u>Intent</u></p> <p>With these aspirations, our INTENT for the Music curriculum is:</p>	<p>For children to gain a knowledge of cultural and historical contexts and Children will learn about and deepen their musical understanding and connect this with their place in their community.</p>	<p>To provide opportunities for children be able to perform, listen to, review and evaluate music.</p>	<p>For children to appreciate music across a range of historical period, genres, styles and traditions, including the works of the great composers and musicians.</p>	<p>For children to be encouraged to Children will learn to sing and to use their voices, to create and compose music on their own and with others.</p>	<p>To begin to understand the understand the technical terms: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</p>	<p>To develop their understanding of the history of music and explore how music is created, produced and communicated.</p>
<p><u>Implementation</u></p>						
<p>Planning</p> <p>Music is fundamental to our humanity and civilization. Every child deserves the opportunity to engage with music of all styles and from all cultures, in order to develop their own musical journey. At Lindfield, teachers bring the music curriculum to life and engage children through a range of exciting themes, inspiring music from all genres and moments in history, resources, workshops and school trips. The spiral design of this scheme provides the opportunity for children to be immersed in music-making activities that deepen over the course of the six school years. More specifically, musical elements and concepts that are introduced to young children are continually revisited in more complex and intricate ways as children progress through subsequent year groups. As lessons progress through the units and year groups, key learning is repeated, musical skills are reinforced and the learning deepens. Children quickly become familiar with the musical activities, through which they acquire new, or reinforce previous, musical knowledge and understanding. This spiralled approach leads to more secure, deeper learning and musical mastery, enabling children to develop their knowledge and understanding of music as it relates to culture and their world experiences both in and outside of school. This Scheme provides clearly sequenced units and lessons with week-by-week support for each year group There are lesson plans, assessment documentation, a clear learning progression, and engaging and exciting songs and resources to support every lesson. Key Learning and Outcomes with 'I Can' statements are provided to be used alongside assessment grids. This scheme supports all the requirements of the National Curriculum: listening, singing, playing, composing, improvising and performing.</p>		<p>Recording</p> <p>In EYFS/ Year 1 children will record their work in their learning journal. Year 2 – 6 children will record their work in their 'design and create' book.</p>		<p>Assessment</p> <p>History is assessed at the end of each half-termly unit on Sonar which links directly to the objectives used for planning (listening and appreciating, composing, singing and performing). Teachers use their professional judgement based on both oral and written responses to key questions and end of unit performances. Knowledge retrieval is assessed every session using targeted questioning and / or the use of mini quizzes. The subject leader looks at assessments and discusses with teachers any trends in gaps or misconceptions.</p>		

Music Curriculum Overview

EYFS

Within the EYFS setting, music is an integral part of children’s learning journey. Rhyme and rhythm are utilised throughout the learning of phonics, handwriting and mathematics. Children learn a wide range of songs and rhymes and develop skills for performing together. Singing and music making opportunities are used frequently to embed learning, develop musical awareness and to demonstrate how music can be used to express feelings.

SEND

Our children with SEND access the history curriculum through quality first teaching through careful teacher assessment. Lessons are planned and resourced to enable all children to access their learning at an appropriate level, helping them to engage and be challenged. Teachers use a range of methods to support children with SEND including adult or peer support, providing alternative ways of recording, for example, having a scribe or using an iPad and pre-teaching key vocabulary. Our Charanga scheme offers many opportunities for children to create music not just through performance, but composing digitally too. Children with more complex SEND will access similar content to their peers but at an appropriate level.

Impact	KS1 By the end of their time at Lindfield children will be able to:	KS2 By the end of their time at Lindfield children will be able to:
	<ul style="list-style-type: none"> - play and perform - play a range of instruments - recall sounds - listen and appraise a range of music from different traditions from great composers and musicians 	<ul style="list-style-type: none"> - play and perform - play a range of instruments - improvise and compose - appreciate and understand a wide range of high-quality live and recorded music - listen and appraise a range of music from different traditions from great composers and musicians - develop an understanding of Music across the history

EYFS Charanga Focus including curriculum themes	Social Theme 1: Music Is a Peacebuilder and Friend maker	Social theme 2: Music Is a Storyteller and Time Traveller	Social theme 3: Music Is a Change maker	Social theme 4: Music Is a Builder of Community and Guardian of Cultural Identity	Social theme 5: Music Is a Friend, Guide and Support	Social theme 6: Music Is a Nature Lover and Guardian of the Earth
Music Genre	Me! Nursery Rhymes and action songs	Christmas performance practice OR Topic Songs: Christmas Songs and activities looking towards Christmas to be used for short musical moments, preferably daily	MY Stories! Nursery Rhymes and action songs	Everyone! Nursery Rhymes and action songs	Our World Nursery Rhymes and action songs	Reflect, Review and Rewind. Consolidating the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.

Music Curriculum Overview

<p>End Points</p>	<p>Play/Perform Sings in a group or on his/her own, increasingly matching the pitch and following the melody Explores and engages in music making and dance, performing solo or in groups</p> <p>Listen/Appraise Listens attentively, moves to and talks about music, expressing his/her feelings and responses</p>		<p>Play/Perform Is able to return to and build on his/her previous learning, refining ideas and developing his/her ability to represent them Creates collaboratively sharing ideas, resources and skills</p> <p>Listen/Appraise Listens attentively, moves to and talks about music, expressing his/her feelings and responses</p>		<p>Play/Perform Performs songs, rhymes, poems and stories with others, and - when appropriate - tries to move in time with music (ELG: Being Imaginative and Expressive) Sings a range of well-known nursery rhymes and songs (ELG: Being Imaginative and Expressive)</p> <p>Listen/Appraise Listens attentively, moves to and talks about music, expressing his/her feelings and responses</p>	
<p>Year 1 Charanga Focus including curriculum themes</p>	<p>My Musical Heartbeat Musical focus: Introducing beat</p> <p>Themes: Diplomacy Kindness Responsibility Charity How Can We Make Friends When We Sing Together?</p>	<p>Dance Sing and Play Musical focus: Adding rhythm and pitch. To be used for short musical moments.</p> <p>Themes: History Entertainment How does music tell stories about the past? Link to History (how things have changed). Christmas performance practice</p>	<p>Exploring Sounds Musical focus: Introducing tempo and dynamics.</p> <p>Themes: Social justice How does music make the world a better place? Link to History (lives of significant individuals)</p>	<p>Learning to Listen Musical focus: Combining pulse, rhythm and pitch.</p> <p>Themes: Culture How does music help us to understand our neighbours?</p>	<p>Having Fun with Improvisation Musical focus: Having fun with improvisation</p> <p>Themes: Personal Psychological Moral What songs can we sing to help us through the day?</p>	<p>Let's Perform Musical focus: Explore sound and create a story</p> <p>Themes: Environmental How does music connect us with the environment? Link to topic (Woodland Wonders)</p>
<p>Music Genre</p>	<p>Hip-hop, Jazz, Pop, Gospel, Classical</p>	<p>20th and 21st Century Orchestral, reggae, pop, gospel</p>	<p>20th and 21st Century Orchestral, reggae, pop, funk, lullaby, waltz</p>	<p>20th and 21st Century Orchestral, jazz, pop, lullaby, waltz</p>	<p>Classical, pop, jazz, lullaby</p>	<p>20th and 21st Century Orchestral, reggae, pop, marching band, gospel, country</p>

Music Curriculum Overview

End Points	<p>Composing Improvise simple vocal chants, understanding rhythm/pitch</p> <p>Listen/Appreciate Listen to music from a range of origins, traditions, historical periods and social contexts</p> <p>Play/Perform Understand steady beat and repeated rhythms Create, retain and perform own rhythm patterns/copycat rhythms & chants Sing familiar songs, using percussion to enhance story telling</p> <p>Singing Respond to simple visual prompts Sing collectively a range of simple songs, chants and rhymes from memory</p>	<p>Composing Recognise graphic notation and explore/invent own symbols</p> <p>Listen/Appreciate Begin to say what they like/dislike and why</p> <p>Play/Perform Create, retain and form own rhythm patterns/copycat rhythms & chants Sing familiar songs, using percussion to enhance story telling</p> <p>Singing Sing collectively a range of simple songs, chants and rhymes from memory</p>	<p>Composing Create musical sound effects/short sequences of sounds. Recognise graphic notation and explore/invent own symbols</p> <p>Listen/Appraise Listen to a combination of high-quality recorded and live music</p> <p>Begin to say what they like/dislike and why</p> <p>Play/Perform Follow pictures and symbols to guide singing and playing listen to/compare sounds in the school environment Use body percussion (eg clapping, tapping, walking) and classroom percussion (shakers, sticks and blocks, etc), playing repeated rhythm patterns (riffs, ostinato) and short, pitched patterns on tuned instruments (eg glockenspiels or chime bars) to maintain a steady beat</p> <p>Singing Sing collectively a range of simple songs, chants and rhymes from memory</p>
-------------------	--	--	--

Music Curriculum Overview

<p>Year 2 Charanga Focus including curriculum themes</p>	<p>Pulse, Rhythm and Pitch Musical focus: exploring simple patterns</p> <p>Link to PSHE (being me in my world)</p> <p>Themes: Diplomacy Kindness Responsibility Charity</p> <p>How Does Music Help Us to Make Friends?</p>	<p>Playing in an Orchestra Musical focus: dynamics and tempos</p> <p>Link to History (lives of significant people)</p> <p>Christmas performance practice</p> <p>Themes: History Entertainment</p> <p>How Does Music Teach Us About the Past?</p>	<p>Inventing a Musical Story Musical focus: exploring feelings through music</p> <p>Link to History (lives to significant individuals)</p> <p>Themes: Social justice</p> <p>How Does Music Make the World a Better Place?</p>	<p>Recognising Different Sounds Musical focus: inventing a musical story</p> <p>Themes: Culture</p> <p>How Does Music Teach Us About Our Neighbourhood?</p>	<p>Exploring Improvisation Musical focus: music that makes you dance</p> <p>Link to Geography/ History (local, historical events, people & places)</p> <p>Themes: Personal Psychological Moral</p> <p>How Does Music Make Us Happy?</p>	<p>Our Big Concert Musical focus: exploring improvisation</p> <p>Link to Geography (compare seaside past and present)</p> <p>Themes: Environmental</p> <p>How Does Music Teach Us About Looking After Our Planet?</p>
	<p>20th and 21st Century Orchestral, pop, gospel,</p>	<p>20th and 21st Century Orchestral, pop, jazz, jazz: swing</p>	<p>Pop, jazz, kwela, rock & roll</p>	<p>Pop, romantic/ 20th century orchestral, marching band, jazz: swing, gospel</p>	<p>Rock, film music, jazz, calypso, pop/ jazz</p>	<p>Rock, Reggae, jazz, calypso, pop/ jazz</p>

Music Curriculum Overview

	<p>Composing Improvise simple question and answer phrases, sung and played on untuned percussion</p> <p>Listen/Appreciate Listen to music carefully, move to the music. Respond to the questions and use any musical words that you know. Explore your feelings and thoughts towards the music. Enjoy some 'Did You Know?' facts about the song. Do you know any more? Listen and respond to a combination of high-quality recorded and live music Say what they like/dislike and give reasons for opinions</p> <p>Play/Perform Keep a steady beat when improvising. Clap four-beat rhythms, creating long and short sounds. Improvise using one, two or three notes, using C, D AND E. Understand and identify beat groupings, including in familiar music Recognise dot notation and match it to 3-note tunes</p> <p>Singing Sing a range of songs regularly with increasing vocal control Know the meaning of simple musical vocab Understand why posture is important when singing. Sing with actions to help remember the song lyrics.</p>		<p>Composing Use a range of notation to record composed pieces Create music in response to non-musical stimulus</p> <p>Listen/Appreciate Listen and respond to music from a range of origins, traditions, historical periods and social contexts Listen and respond to a combination of high-quality recorded and live music</p> <p>Play/Perform Play a range of singing games based on the cuckoo interval Play and invent copycat rhythms on untuned percussion/using word phrases</p> <p>Singing Know the meaning of simple musical vocab Sing a range of songs regularly with increasing vocal control</p>		<p>Composing Use a range of notation to record composed pieces Use music technology to capture, change and combine sounds Improvise simple question and answer phrases, sung and played on untuned percussion</p> <p>Listen/Appraise Listen to music from a range of origins, traditions, historical periods and social contexts</p> <p>Play/Perform Recognise dot notation and match it to 3-note tunes</p> <p>Singing Know the meaning of simple musical vocab</p>	
<p>Music Genre</p>	<p>20th and 21st Century Orchestral, pop, gospel,</p>	<p>20th and 21st Century Orchestral, pop, jazz, jazz: swing</p>	<p>Pop, jazz, kwela, rock & roll</p>	<p>Pop, romantic/ 20th century orchestral, marching band, jazz: swing, gospel</p>	<p>Rock, film music, jazz, calypso, pop/ jazz</p>	<p>Rock, Reggae, jazz, calypso, pop/ jazz</p>

Music Curriculum Overview

End Points	<p>Composing Improve simple question and answer phrases, sung and played on untuned percussion</p> <p>Listen/Appreciate Listen, move and respond to a combination of high-quality recorded and live music Say what they like/dislike and give reasons for opinions</p> <p>Play/Perform Understand and identify beat groupings, including in familiar music – keep a steady beat Recognise dot notation and match it to 3-note tunes using CD and E</p> <p>Singing Sing a range of songs regularly with increasing vocal control Know the meaning of simple musical vocab. Sing with actions to help remember the song lyrics.</p>	<p>Composing Use a range of notation to record composed pieces Create music in response to non-musical stimulus</p> <p>Listen/Appreciate Listen and respond to music from a range of origins, traditions, historical periods and social contexts Listen and respond to a combination of high-quality recorded and live music</p> <p>Play/Perform Play a range of singing games based on the cuckoo interval Play and invent copycat rhythms on untuned percussion/using word phrases</p> <p>Singing Know the meaning of simple musical vocab Sing a range of songs regularly with increasing vocal control</p>	<p>Composing Use a range of notation to record composed pieces Use music technology to capture, change and combine sounds Improve simple question and answer phrases, sung and played on untuned percussion Improvise with the song, using the notes F, G, A Compose with the song, using the notes F, G, A, C, D</p> <p>Listen/Appraise Listen to music from a range of origins, traditions, historical periods and social contexts</p> <p>Play/Perform Recognise dot notation and match it to 3-note tunes Copy back and create rhythmic patterns using: Minims, crotchets and quavers Copy back and create melodic patterns using: G, D</p> <p>Singing Know the meaning of simple musical vocab</p>
-------------------	--	--	--

Music Curriculum Overview

<p>Year 3 Charanga Focus including curriculum themes</p>	<p>Writing Music Down How Does Music Bring Us Closer Together? Musical focus: developing notation focus Link to PSHE (being me in my world) Themes: Diplomacy Kindness Responsibility Charity Appreciate/Understand Listen/Appraise Improve Compose</p>	<p>Playing in a Band What Stories Does Music Tell Us About the Past? Musical focus: enjoying improvisation Link to History (Viking raids and invasion) Christmas performance practice Themes: History Entertainment Listen/Appraise Understanding of history</p>	<p>Compose using your Imagination How Does Music Make the World a Better Place? Musical focus: composing using your imagination Link to PSHE (dreams and ambitions, new challenges) Themes: Social justice Play/Perform Appreciate/Understand Listen/Appraise Play instruments Improve/Compose</p>	<p>More Musical Styles How Does Music Help Us Get to Know Our Community? Musical focus: sharing musical experiences Link to History (achievements of the earliest civilisations) Themes: Culture Play/Perform Appreciate/Understand Listen/Appraise Play instruments Improve/Compose</p>	<p>Enjoying Improvisation How Does Music Make a Difference to Us Every Day? Musical focus: learning more about musical styles Themes: Personal Psychological Moral Play/Perform Appreciate/Understand Listen/Appraise Play instruments Improve/Compose</p>	<p>Our Big Concert How Does Music Connect Us with Our Planet? Musical focus: recognising difference sounds Link to Geography (environmental Geography and comparisons of our local area) Themes: Environmental Play/Perform Appreciate/Understand Listen/Appraise Play instruments Improve/Compose</p>
	<p>Country, baroque, pop</p>	<p>Disco, disco/funk, Jazz: new Orleans, film music, folk: sea shanty</p>	<p>Pop, disco, pop: ballads, soul, musicals, ballads,</p>	<p>Pop, romantic, rock, native American, gospel</p>	<p>20th and 21st Century Orchestral, gospel, musicals, jazz, hip-hop</p>	<p>20th and 21st Century Orchestral, pop, gospel, hip-hop, romantic</p>

Music Curriculum Overview

	<p>Composing Structure and compose musical ideas to create music with beginning, middle and end Improvise using voices, tuned and untuned percussion and instruments</p> <p>Listen/Appreciate Listen with increasing concentration to a combination of high-quality recorded and live music</p> <p>Play/Perform Play/perform melodies following staff notation and ordering phrases</p> <p>Introduce the staff, lines and spaces, and clef, crotchet, piano – soft/quiet pentatonic scale forte-loud Introduce and understand the differences between notations</p> <p>Singing Perform actions confidently and in time to action songs Know the meaning of simple musical vocab – baroque, funk, folk sea shanty</p>		<p>Composing Improvise using voices, tuned and untuned percussion and instruments</p> <p>Compose song accompaniments on untuned percussion</p> <p>Listen/Appreciate Develop understanding of music from a range of origins, traditions, historical periods and social contexts Describe music using simple musical vocabulary</p> <p>Play/Perform Apply word chants to rhythms Accurately copy stepwise melodic phrases</p> <p>Singing</p>		<p>Composing Use a range of notation to record composed pieces Use music technology to capture, change and combine sounds Improvise simple question and answer phrases, sung and played on untuned percussion</p> <p>Listen/Appraise Listen to music from a range of origins, traditions, historical periods and social contexts</p> <p>Play/Perform Understand the use of the staff, lines and spaces, and clef Understand the differences between notations</p> <p>Singing Sing and perform a widening range of unison songs tunefully and with expression Know the meaning of simple musical vocab pentatonic scale, ostinato, legato Perform actions confidently and in time to action songs</p>	
Music Genre	Country, baroque, pop	Disco, disco/funk, Jazz: new Orleans, film music, folk: sea shanty	Pop, disco, pop: ballads, soul, musicals, ballads,	Pop, romantic, rock, native American, gospel	20th and 21st Century Orchestral, gospel, musicals, jazz, hip-hop	20th and 21st Century Orchestral, pop, gospel, hip-hop, romantic

Music Curriculum Overview

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">End Points</p>	<p>Composing Structure and compose musical ideas to create music with beginning, middle and end Improvise using voices, tuned and untuned percussion and instruments</p> <p>Listen/Appreciate Listen with increasing concentration to a combination of high-quality recorded and live music</p> <p>Play/Perform Play/perform melodies following staff notation and ordering phrases Introduce the staff, lines and spaces, and clef(crotchet, piano – soft/quiet pentatonic scale forte- loud Introduce and understand the differences between notations</p> <p>Singing Perform actions confidently and in time to action songs Know the meaning of simple musical vocab – baroque, funk, folk sea shanty</p>	<p>Composing Improvise using voices, tuned and untuned percussion and instruments</p> <p>Compose song accompaniments on untuned percussion</p> <p>Listen/Appreciate Develop understanding of music from a range of origins, traditions, historical periods and social contexts Describe music using simple musical vocabulary</p> <p>Play/Perform Apply word chants to rhythms Accurately copy stepwise melodic phrases Copy back and create rhythmic patterns using: Minims, crotchets and quavers Copy back and create melodic patterns using: A, B, C</p> <p>Singing</p>	<p>Composing Use a range of notation to record composed pieces Use music technology to capture, change and combine sounds Improvise simple question and answer phrases, sung and played on untuned percussion Improvise with the song, using the notes C, D, E, G, A</p> <p>Listen/Appraise Listen to music from a range of origins, traditions, historical periods and social contexts</p> <p>Play/Perform Understand the use of the staff, lines and spaces, and clef Understand the differences between notations Play instruments with the song, using the notes C, D, E, F, G, A, B</p> <p>Singing Sing and perform a widening range of unison songs tunefully and with expression Know the meaning of simple musical vocab pentatonic scale, ostinato, legato Perform actions confidently and in time to action songs</p>
---	---	---	--

Music Curriculum Overview

<p>Year 4 Charanga Focus including curriculum themes</p>	<p>Musical Structures Musical focus: interesting time signatures</p> <p>Themes: Diplomacy Kindness Responsibility Charity</p> <p>How Does Music Bring Us Together?</p>	<p>Exploring Feelings When you Play Musical focus: combining elements to make music</p> <p>Link to History (Study of the Titanic)</p> <p>Christmas performance practice</p> <p>Themes: History Entertainment</p> <p>How Does Music Connect Us with Our Past?</p>	<p>Compose with your Friends Musical focus: developing pulse and groove through improvisation</p> <p>Link to PSHE (Dreams and Goals)</p> <p>Themes: Social justice</p> <p>How Does Music Improve Our World?</p>	<p>Feelings through Music Musical focus: creating simple melodies together</p> <p>Themes: Culture</p> <p>How Does Music Teach Us About Our Community?</p>	<p>Expression and Improvisation Musical focus: connecting notes and feelings</p> <p>Themes: Personal Psychological Moral</p> <p>How Does Music Shape Our Way of Life?</p>	<p>The show must go on! Musical focus: purpose, identity and expression in music</p> <p>Link to Geography (human and physical geography)</p> <p>Themes: Environmental</p> <p>How Does Music Connect Us with the Environment?</p>
<p>Music Genre</p>	<p>20th and 21st Century Orchestral, Reggae, Soul: ballad, RnB</p>	<p>Pop, folk, jazz</p>	<p>20th and 21st Century orchestral, disco, musicals, folk</p>	<p>RnB, classical, jazz, romantic, rock</p>	<p>20th and 21st Century Orchestral, electronic dance music, gospel, romantic</p>	<p>Electronic dance music, gospel, choral, funk</p>

Music Curriculum Overview

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">End Points</p>	<p>Composing Improvise on their chosen instrument, making decisions about structure.</p> <p>Listen/Appreciate Listen with increasing concentration to a combination of high-quality recorded and live music</p> <p>Develop understanding of music from a range of origins, traditions, historical periods and social contexts</p> <p>Play/Perform Introduce and understand differences between minims, crotchets, paired quavers and rests</p> <p>Singing Continue to sing/perform a broad range of unison songs using accurate pitch</p>		<p>Composing Improvise on their chosen instrument, making decisions about structure</p> <p>Arrange individual notation cards to create a sequence of phrases</p> <p>Listen/Appreciate Listen with increasing concentration to a combination of high-quality recorded and live music</p> <p>Develop understanding of music from a range of origins, traditions, historical periods and social contexts</p> <p>Describe and evaluate music using simple musical vocabulary such as: pulse, beat, rhythm, tempo, dynamics, pitch</p> <p>Play/Perform Develop ability in musical instrument over a sustained period</p> <p>Play and perform melodies following staff notation</p> <p>Singing Sing a range of rounds/partner songs</p> <p>Begin to sing repertoires with small & large leaps/simple second part</p>		<p>Composing Compose, capture and record music to create a specific mood, extending range of instruments</p> <p>Copy back and create rhythmic patterns using: Minims, crotchets, dotted quavers and semiquavers.</p> <p>Copy back and create melodic patterns using: A, B, C, D, E, F, G</p> <p>Listen/Appraise Describe and evaluate music using simple musical vocabulary</p> <p>Continue to link sound to symbol and understand basic music theory such as: stave, line and spaces, crochets, clef, minims</p> <p>Play/Perform Develop ability in musical instrument over a sustained period</p> <p>Play and perform melodies following staff notation</p> <p>Follow and perform simple rhythmic scores to steady beat</p> <p>Singing Sing a range of rounds/partner songs</p> <p>Begin to sing repertoires with small & large leaps/simple second part</p> <p>Continue to sing/perform a broad range of unison songs using accurate pitch</p>	
<p>Year 5 Charanga Focus including curriculum themes</p>	<p>Melody and Harmony in Music</p> <p>Link to PSHE (being me in my world)</p> <p>Themes: Diplomacy Kindness Responsibility Charity</p> <p>How Does Music Bring Us Together?</p>	<p>Sing and play in Different Styles</p> <p>Musical focus: emotions and musical styles</p> <p>Christmas performance practice</p> <p>Themes: History Entertainment</p> <p>How Does Music Connect Us with Our Past?</p>	<p>Composing and Chords</p> <p>Musical focus: exploring key and time signatures</p> <p>Themes: Social justice</p> <p>How Does Music Improve Our World?</p>	<p>Enjoying Musical Styles</p> <p>Musical focus: introducing chords</p> <p>Link to History (Significant people who changed the world. Civil rights – how did this bring people together?)</p> <p>Themes: Culture</p> <p>How Does Music Teach Us About Our Community?</p>	<p>Freedom on Improvise</p> <p>Musical focus: words, meaning and expression</p> <p>Themes: Personal Psychological Moral</p> <p>How Does Music Shape Our Way of Life?</p>	<p>Battle of the Bands!</p> <p>Musical focus: identifying important musical elements</p> <p>Link to History/ Geography</p> <p>Themes: Environmental</p> <p>How Does Music Connect Us with the Environment?</p>

Music Curriculum Overview

Music Genre	20th and 21st Century Orchestral, gospel	20th and 21st Century Orchestral, pop, minimalism, rock & roll, gospel	20th and 21st Century Orchestral, South African, jazz, pop	20th and 21st Century Orchestral, reggae, pop, film music	20th and 21st Century Orchestral, electronic dance music, gospel, romantic	20th and 21st Century Orchestral, pop, hip-hop, funk
End Points	<p>Composing Improvise freely using tuned percussion/ melodic instruments, with range of dynamics.</p> <p>Listen/Appreciate Listen with attention to detail to a combination of high-quality recorded and live music. Evaluate and discuss music using increasingly complex language. Appreciate and understand music from a range of origins, traditions, historical periods and social contexts.</p> <p>Play/Perform Play melodies on tuned percussion. Perform a range of repertoire pieces/ arrangements.</p> <p>Singing Sing 3-part rounds, partner songs & songs with verse and chorus Perform a broad range of songs from extended repertoire for audiences</p>	<p>Composing Compose melodies made from pairs of phrases in a key suitable for instrument Improvise freely using tuned percussion/melodic instruments, with range of dynamics.</p> <p>Listen/Appreciate Listen with attention to detail to a combination of high-quality recorded and live music. Appreciate and understand music from a range of origins, traditions, historical periods and social contexts. Evaluate and discuss music using increasingly complex language. Discuss the structure of music with reference to verse, chorus, bridge, repeat signs, final chorus, improvisation, call and response and AB form.</p> <p>Play/Perform Play melodies of increasing complexity on tuned percussion. Perform a range of repertoire pieces/arrangements, developing skill of playing by ear. Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers</p> <p>Singing Sing 3-part rounds, partner songs & songs with verse and chorus Observe phrasing, accurate pitching and appropriate style</p>	<p>Composing Compose, capture and record music to evoke a specific atmosphere using chords Copy back and create rhythmic patterns using: Minims, dotted crotchets, crotchets and quavers Copy back and create melodic patterns using: A, B, C, D, E, F#, G</p> <p>Listen/Appraise Listen to a combination of high-quality recorded and live music Begin to say what they like/dislike and why? Appreciate and understand music from a range of origins, traditions, historical periods and social contexts Evaluate and discuss music using increasingly complex language.</p> <p>Play/Perform Perform a range of repertoire pieces/arrangements, developing skill of playing by ear Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers Read/play short rhythmic phrases at sight from prepared cards</p> <p>Singing Perform a broad range of songs from extended repertoire for audiences Observe phrasing, accurate pitching and appropriate style</p>			

Music Curriculum Overview

<p>Year 6 Charanga Focus including curriculum themes</p>	<p>Music and Technology Musical focus: developing melodic phrases</p> <p>Link to History (Battle of Britain)</p> <p>Themes: Diplomacy Kindness Responsibility Charity</p> <p>How Does Music Bring Us Together?</p>	<p>Developing Ensemble Skills Musical focus: understanding structure and form</p> <p>Christmas performance practice</p> <p>Themes: History Entertainment</p> <p>How Does Music Connect Us with Our Past?</p>	<p>Creative Composition Musical focus: gaining confidence through performance</p> <p>Link to PSHE (dreams and ambitions, new challenges)</p> <p>Themes: Social justice</p> <p>How Does Music Improve Our World?</p>	<p>Musical Styles Connect Musical focus: exploring notation further</p> <p>Themes: Culture</p> <p>How Does Music Teach Us About Our Community?</p>	<p>Improvising with Confidence Musical focus: using chords and structure</p> <p>Link to History (Legacy – Nelson Mandela & significant people)</p> <p>Themes: Personal Psychological Moral</p> <p>How Does Music Shape Our Way of Life?</p>	<p>Year 6 Leavers Performance</p>
<p>Music Genre</p>	<p>20th and 21st Century Orchestral, soul, pop</p>	<p>20th and 21st Century Orchestral, soul, hip-hop, jazz:swing, rock</p>	<p>Romantic, disco, rock, Zimbabwean pop, R&B</p>	<p>Rock, romantic, folk, pop</p>	<p>Hip-hop, gospel, soul, salsa</p>	

Music Curriculum Overview

End Points	<p>Composing Create music that includes repetition and contrast. Improvise on their chosen instrument using C, D, E, F, G, A, B</p> <p>Listen/Appreciate Listen with attention to detail to a combination of high-quality recorded and live music. Evaluate and discuss music using increasingly complex language. Appreciate and understand music from range of origins, traditions, historical periods and social contexts</p> <p>Play/Perform Continue to perform a range of songs as a choir to a range of audiences. Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests</p> <p>Singing Continue to perform a range of songs as a choir to a range of audiences Continue to sing 3- and 4-part rounds/partner songs</p>	<p>Composing Create music that includes repetition and contrast, using chord changes. Play and notate melody on available tuned percussion and/or orchestral instruments</p> <p>Plan and compose an 8- or 16- beat melodic phrase</p> <p>Compose with the song, using the notes D, E, F, G, A, Bb, C</p> <p>Listen/Appreciate Listen with attention to detail to a combination of high-quality recorded and live music. Evaluate and discuss music using increasingly complex language.</p> <p>Play/Perform Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests Play (including ensembles) melodies following staff notation written on one stave (D, E, F, G, A) Copy back and create rhythmic patterns using: Minims, dotted crotchets, crotchets, quavers and semiquavers Copy back and create melodic patterns using: D, E, F#, G, A, B, C#</p> <p>Singing Continue to sing 3- and 4-part rounds/partner songs Continue to perform a range of songs as a choir to a range of audiences</p>	<p>Composing Extend improvised melodies beyond 8 beats over a fixed groove Compose melodies made from pairs of phrases in key suitable for the instrument chosen Compose with the song, using the notes F, G, Ab, Bb, C, Db, Eb</p> <p>Listen/Appreciate Evaluate and discuss music using increasingly complex language. Appreciate and understand music from range of origins, traditions, historical periods and social contexts</p> <p>Play/Perform Accompany melodies using block chords/bass line</p> <p>Play (including ensembles) melodies following staff notation written on one stave Copy back and create rhythmic patterns using: Dotted crotchets, triplet quavers, and quavers Copy back and create melodic patterns using: D, E, F, G, A Play instruments with the song, using the notes F, Ab, Eb</p> <p>Singing Continue to perform a range of songs as a choir to a range of audiences Continue to sing 3- and 4-part rounds/partner songs</p>
-------------------	---	---	---