

Building Ambition, Resilience and Respect


# Music Curriculum



Subject Lead: Maureen Deacon

## Haveley Hey Curriculum Statement for Music

<b>Intent</b>	<p>At Haveley hey it is our intention to make music as interactive, creative, enjoyable and inclusive learning experience for all our pupils. We encourage children to participate in a variety of musical experiences through which we aim to build up confidence and self-expression. Inspire creativity and help them to develop their musical potential. Our teaching focus on developing the children's ability to understand pulse and rhythm and follow beat. Through singing songs children learn about structure and organisation of music as well as having fun. We teach them to listen and to appreciate music from different cultures and genres of music. They develop descriptive language skills in music lessons when learning about how music can represent different feelings, emotions and narratives. Musical vocabulary is taught such as volume, pitch, beat and rhythm, pulse tempo and note values and we encourage children to discuss using these terms.</p>		
<b>Implementation</b>	<p style="text-align: center;"><b>Curriculum</b></p> <p>We use the National Curriculum as a starting point, but enhance this for our own context by ensuring that children have the opportunity to:</p> <ul style="list-style-type: none"> <li>• Perform, listen to, review and evaluate music</li> <li>• Be taught to sing, create and compose music</li> <li>• Understand how music is created. Produced and communicated.</li> </ul>	<p style="text-align: center;"><b>Key Concepts</b></p> <p>The key concepts of music is to provide our children with the opportunity to understand the value and importance of music in the wider community and how what they learn they are able to use their musical skills, knowledge and experience to involve themselves in a variety of different contexts.</p>	<p style="text-align: center;"><b>Subject Specific Approach</b></p> <p>We use the Charanga music scheme which ensures that we are fulfilling the aims for musical learning stated in the national curriculum. Charanga includes many examples of music styles and genres from different themes and places. These are explored through the language of music through listening, performing and composing activities which enable understanding through context and genre.</p> <p>It also provides a clear route for progression through a topic based approach to support children's learning in music.</p>
<b>Impact</b>	<p style="text-align: center;"><b>Pupil Voice</b></p> <p>At Haveley Hey children will be able to show and share their enthusiasm for music in a range of ways. They will draw on a wide range of technical, musical vocabulary (accessed through the Charanga scheme) and use this to make links within music lessons. Children will develop their self-esteem through music lessons and develop the confidence to perform using a range of different skills.</p>	<p style="text-align: center;"><b>Evidence of Knowledge and Skills</b></p> <p>Teachers recap prior learning and skills as part of lessons in order to build on those developed in previous year groups. Children are able to use what they have learned in order to perform individually and as part of a group. They will be able to find their voice as singers, performers and composers which will in turn help them become confident musicians</p>	
	<p style="text-align: center;"><b>Resilience</b></p> <p>Through learning the skills involved with creating music, children overcome challenges and learn that hard work is rewarded. Children are given the opportunity to express themselves and to feel proud of what they have achieved.</p>	<p style="text-align: center;"><b>Ambition</b></p> <p>The study of music opens new opportunities for the children to build on their own musical journey which enables them to discover areas of strength as well as areas they may need to improve. We hope they will develop a love for music by exposing them to a rich diverse musical experience which will ignite their passion for music</p>	<p style="text-align: center;"><b>Respect</b></p> <p>Through the exploration of different musical genres, children build empathy and respect for different cultures and attitudes. They learn to appreciate the contribution of music produced by other people both from different ethnicities and from across the world</p>

	<b>Music Long Term Plan</b>		Our music curriculum is planned to ensure that children have the opportunity to participate in a variety of musical experiences through singing songs and using a wide variety of instruments. They will also explore the musical technology which include rhythm, pulse, and be able to a follow a beat. They will develop their love and talent as a musician and increase their self-confidence, creativity and sense of achievement.			
<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>		
<b>Autumn 1</b>		<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<p style="text-align: center;"><b>Subject content EYFS</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>➤ Listen attentively, move to and talk about music, expressing their feelings and responses</li> <li>➤ Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>➤ Play instruments with increasing control to express their feelings and ideas.</li> <li>➤ Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> </ul>						
<b>Nursery Music is covered through the Twinkl phonics scheme and in continuous provision.</b>						
<b>Reception</b>	<b>Me</b>	<b>My Stories</b>	<b>Everyone</b>	<b>Our World</b>	<b>Big Bear funk</b>	<b>Reflect, Rewind &amp; Replay</b>
<b>Main teaching points</b>	Explore growing, homes, colour, toys and how I look	Explore using your imagination, Christmas, festivals, fairies, pirates, treasure, super heroes, let's pretend and once upon a time	Explore family, friends, people, and music from around the world.	Explore animals, jungle, minibeast, night and day, night and day, sand and water, seaside, seasons, weather, sea, and space	1 listen and appraise 2 Musical activities – learn about the interrelated dimensions of music through singing improvising and playing classroom instruments 3 Perform and share	Consolidation of learning and contextualising the history of music
<b>Trips and/or experiences</b>						
<b>Key links</b>	Me and my friends	Traditional tales	Travel and Transport	Minibeasts	Down on the farm	Fantasy worlds
<b>Autumn</b>		<b>Spring</b>		<b>Summer</b>		
<b>Autumn 1</b>		<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<p style="text-align: center;"><b>Subject content Key stage 1</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>➤ use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>➤ play tuned and untuned instruments musically</li> <li>➤ listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>➤ experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>						
<b>Year 1</b>	<b>Hey You</b>	<b>Rhythm in the way we walk and Banana Rap</b>	<b>In the Groove</b>	<b>Round and Round</b>	<b>Your Imagination</b>	<b>Reflect, Rewind &amp; Replay</b>
<b>Main teaching points</b>	Children learn about the differences between pulse, rhythm and pitch and to learn how to rap and enjoy it in its original form. As well as learning to sing, play, improvise and	Children will Listen & Appraise other styles of music (including Reggae) and continue to embed the interrelated dimensions of music through games and singing.	Children will learn about different music styles and learn a song in the different styles. They use language such as tempo, speed and rhythm	Children will use a Latin song to further investigate pulse, rhythm and pitch	Children will use their imagination to create their own instrumentals, lyrics and dance moves	Round up of learning across the year- choose favourite songs to perform in a whole school Music concert.

	compose with this song, children will listen and appraise other Old-School Hip Hop tunes.					
<b>Trips and/or experiences</b>						Whole School Music Concert
<b>Key links</b>						
<b>Year 2</b>	<b>Hands, feet, Heart</b>	<b>Ho Ho Ho</b>	<b>I Wanna Play in a band</b>	<b>Zoofime</b>	<b>Friendship Song</b>	<b>Reflect, Rewind, Replay</b>
<b>Main teaching points</b>	Children will learn a song from South Africa and compose instrumental parts for it.	Children will develop their understanding of music by learning and performing a Xmas song	Children are introduced to Rock music. They think about typical instruments used including drum rhythms and guitar solos.	Children use a range of reggae songs to learn about this style of music. They will develop their understanding of pulse and back beat.	This unit uses a pop song to develop their understanding of different type of singing eg singing different parts together.	Round up of learning across the year- choose favourite songs to perform in a whole school Music concert.
<b>Trips and/or experiences</b>						Whole School Music Concert
<b>Key links</b>						
<b>Subject content Key stage 2:</b>						
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>➤ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>➤ improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>➤ listen with attention to detail and recall sounds with increasing aural memory</li> <li>➤ use and understand staff and other musical notations</li> <li>➤ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>➤ develop an understanding of the history of music.</li> </ul>						
<b>Year 3</b>	<b>Let Your Spirit Fly</b>	<b>Glockenspiel Stage 1</b>	<b>Three Little Birds</b>	<b>The Dragon Song</b>	<b>Bringing us Together</b>	<b>Reflect, Rewind, Replay</b>
<b>Main teaching points</b>	The unit uses a Rhythm and Blues song to develop understanding of melody.	Children will learn about musical notation and will learn to play an instrument.	Children will use the Bob Marley song '3 little birds' to explore the lyrics of reggae songs. They will copy rhythms with instruments.	Children explore songs from different parts of the world and compose a rhythm as a whole class, giving it structure.	Children engage with a disco song to explore fast tempo and funky baselines. Children will learn about backing vocals and solo vocals to explore melody further.	Round up of learning across the year- choose favourite songs to perform in a whole school Music concert.
<b>Trips and/or experiences</b>						Whole School Music Concert
<b>Key links</b>						
<b>Year 4</b>	<b>Mamma Mia</b>	<b>Glockenspiel Stage 2</b>	<b>Stop!</b>	<b>Lean on Me</b>	<b>Blackbird</b>	<b>Reflect, Rewind, Replay</b>

<b>Main teaching points</b>	Children will listen and appraise music by Abba. They will continue to develop understanding on music notation and rhythm by performing along on instruments.	Further develop skills in reading music and playing an instrument.	Children will use their voices to rap. They will write their own rap about bullying. They will explore beats of 4, rhyming, phrases and rhythm.	Children will use this Soul song to explore why a song might be considered Gospel. They will develop their understanding of vocals including backing vocals and solos.	This unit uses songs by the Beatles to explore musical vocabulary. They will try to play along with a Beatles song.	Round up of learning across the year- choose favourite songs to perform in a whole school Music concert.
<b>Trips and/or experiences</b>						Whole School Music Concert
<b>Key links</b>					Link to equal rights	
<b>Year 5</b>	<b>Living on a prayer</b>	<b>Steel Pans</b> <b>Classroom Jazz</b>	<b>Make you feel my love</b>	<b>Steel Pans</b> <b>Fresh prints of Bel-Air</b>	<b>Dancing in the street</b>	<b>Steel Pans</b> <b>Reflect Rewind Replay</b>
<b>Main teaching pointsTri</b>	Children will explore an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other classic rock songs.	Children explore Jazz in greater detail and develop improvisation skills. They will learn using notation and 'Three note Bossa' and 'Five Note Swing'	Children's learning will be based round the one song:- Make You Feel My Love. The material presents an integrated approach to music where games, elements of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other Pop Ballads.	Children's learning will be based around one song: The Fresh Prince Of Bel-Air. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked.	Childrens learning in this unit is focused around one song: Dancing In The Street by Martha And The Vandellas.  Children will listen and appraise the song. They will listen to the beat. Explore rhythm and notation.  They will learn to sing different parts of the song	Round up of learning across the year- choose favourite songs to perform in a whole school Music concert.
<b>Trips and/or experiences</b>		Celebration assembly		Celebration assembly		Whole School Music Concert
<b>Year 6</b>	<b>Happy</b>	<b>Classroom Jazz 1 (Year 5 unit)</b>	<b>A New Year Carol</b>	<b>You've got a friend</b>	<b>Music and me</b>	<b>Reflect, Rewind, Replay</b>
<b>Main teaching points</b>	Children use the pop/ soul song Happy (Pharrell) to develop understanding of sections of songs. They learn the vocals and some instrumentals for the rhythm.	Children explore Jazz in greater detail and develop improvisation skills. They will learn using notation and 'Three note Bossa' and 'Five Note Swing'	Children use Folk songs to think about how music changes over time. They will explore vocals	Children used the Pop ballad 'You've got a friend' and 5 other songs. They will learn to sing harmonies and the instrumentals for the songs.	Children explore their identity through music. They explore famous female musicians and use some of their ideas to create their own music.	Round up of learning across the year- choose favourite songs to perform in a whole school Music concert.

<b>Trips and/or experiences</b>						Whole School Music Concert
<b>Key Links</b>						