



Music - Curriculum Overview

Curriculum Intent

The music curriculum at Calverley Parkside Primary school will enable our children to develop their creativity and inspire them to have a love of music and a desire to learn how to become musicians. This will be achieved through regular singing of familiar, modern songs as well as more contemporary pieces of music. Music is important as studies have shown it to help with skills that link with other areas of the curriculum such as maths and science. The children will learn to count, keep a steady rhythm, and how to multiply and divide.

In our classrooms, music is taught through both instrument lessons (delivered by Artforms) and Charanga, which is a structured and high quality music programme based on the model music curriculum non-statutory guidance from the DfE. In Early Years and KS1, this program provides our children with the opportunity to listen and respond to different styles of music, learn to sing/sing along with nursery rhymes and action songs, understand the basics of pulse and pitch, play classroom instruments and share and perform music.

Our curriculum is built from the experience of schools that already teach a demanding and rich music curriculum. As written in the national curriculum for Key Stages 1 and 2, music is a “universal language that embodies one of the highest forms of creativity”, therefore a highly important part of a child’s Primary school experience.

Our music curriculum allows pupils to:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices
- create and compose music on their own and with others
- have the opportunity to learn a musical instrument
- use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

In addition to the National Curriculum aims, our school vision sets out the following aims which will be achieved through the teaching of high-quality art and design sequences of learning:

- Pupils are happy in their learning and set high expectations of themselves in all areas
- Children take ownership of their own learning journey
- Parkside to have an engaging, ambitious and inclusive curriculum which results in happy learners
- Promote a learning environment where we celebrate and share our both our own and others successes

The Music curriculum reflects our school values in the following ways:

Ready:

We keep going when things get difficult– A key element of our Music curriculum is overcoming obstacles and barriers. When creating a piece of music, children will be encouraged to constantly evaluate what they are doing and consider ways in which they can adapt and improve their work throughout.

We prepare for the future by setting high expectations of ourselves– We allocate time in each music sequence of learning to ensure that children have investigated existing products and ideas, which in turn helps them to set high expectations of themselves. We also ensure that our thoroughly planned and resources Music sessions enable the children to develop skills and knowledge which will help to prepare them for the future.

Respectful:

We look after our learning environment and equipment– Children will be taught how to use a wide range of equipment safely and effectively in Music. They will need to handle the instruments they are using with care.

Responsible:

We follow instructions first time, every time– The importance of listening carefully to instructions will be constantly revisited, particularly in instances where specialist equipment is being used in Music lessons. Music sessions will often include times where a lot of noise is happening in the classroom, therefore it is important that children are learning to listen carefully when they are asked to stop or put down their instruments to listen to key teaching from their class teacher or Artforms leader.

Vocabulary Progression

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Chant • Fast • Follow • High • Instrument • Low • Loud • Quiet (use instead of 'soft') • Repeat • Rhythm • Sing • Slow • Song • Sounds 	<ul style="list-style-type: none"> • beat • beater • cymbal • drum • high (sound) • listen • loud • low (sound) • perform • quiet • shaker • steady beat • tambourine • tempo • triangle • tune • voice 	<ul style="list-style-type: none"> • accompany • body percussion • chime bar • chord • claves • compose • duration • ostinato • percussion • phrase • pitch • pulse • recorder • score • tuned percussion • untuned percussion • volume 	<ul style="list-style-type: none"> • names of orchestral instruments • accompaniment • call and response • castanets • composer • conductor • drone • duet • duration • dynamics • glockenspiel • lyrics • melodic phrase • melody • orchestra • orchestration • ostinati • round • scale • adagio • allegro • stepwise movement • structure • theme • unison • woodblock • xylophone 	<ul style="list-style-type: none"> • Pentatonic • harmony • improvise • leaping (large interval between two notes) 	<ul style="list-style-type: none"> • Accent • bass • notation • texture • timbre 	<ul style="list-style-type: none"> • diction • interval • syncopation

Music: Age related statutory coverage

EYFS

Expressive Arts and Design

Exploring and using media and materials: 40-60 months

Begins to build a repertoire of songs
Explores the different sounds of instruments

ELG

Children sing songs, make music.

Being Imaginative

ELG

They represent their own ideas, thoughts and feelings through music.

**Key Stage 1
Music curriculum**

- Use 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 interrelated dimensions of music.

**Key Stage 2
Music curriculum**

- 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 interrelated 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 Long Term Plan (Nursery-Year 6)

Reception using Charanga original award winning scheme
KS1 & KS2 using Charanga English Model Music Curriculum scheme

Terms:	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Music time, using the Artforms music box and book (Tap! Ding! Clap! Sing!) Daily songs Nursery rhymes (See OMAT Nursery Rhymes Long Term Plan)					
Reception	Me!	My Stories	Everyone	Our World	Big Bear Funk	Reflect, Rewind and Replay
Year 1	Introducing Beat (Charanga)	Adding Rhythm & Pitch (Charanga)	Introducing Tempo & Dynamics (Charanga)	Combining Pulse, Rhythm and Pitch (Charanga)	Having Fun with Improvisations (Charanga)	Coming soon (Charanga)
Year 2	Artforms instrument teaching with one lesson each week covering National curriculum objectives					
Year 3	Autumn 2 topic Charanga	Spring 1 topic Charanga	Spring 2 topic Charanga	Recorder instrument teaching through Artforms		
Year 4	Recorder instrument teaching through Artforms			Autumn 2 topic Charanga	Spring 2 topic Charanga	Summer 1 topic Charanga
Year 5	Autumn 2 topic Charanga	Spring 1 topic Charanga	Spring 2 topic Charanga	Ukulele instrument teaching through Artforms		
Year 6	Ukulele instrument teaching through Artforms			Autumn 2 topic Charanga	Spring 2 topic Charanga	Summer 1 topic Charanga

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 1	Introducing Beat How Can We Make Friends When We Sing Together? 1 2 3 4 5 6	Adding Rhythm & Pitch How Does Music Tell Stories about the Past? 1 2 3 4 5 6	Introducing Tempo & Dynamics How Does Music Make the World a Better Place? 1 2 3 4 5 6	Combining Pulse, Rhythm and Pitch How Does Music Help Us to Understand Our Neighbours? 1 2 3 4 5 6	Having Fun with Improvisation What Songs Can We Sing to Help Us through the Day? 1 2 3 4 5 6	Coming Soon
YEAR 2	Exploring Simple Patterns How Does Music Help Us to Make Friends? 1 2 3 4 5 6	Focus on Dynamics & Tempo How Does Music Teach Us about the Past? 1 2 3 4 5 6	Exploring Feelings Through Music How Does Music Make the World a Better Place? 1 2 3 4 5 6	Inventing a Musical Story How Does Music Teach Us about Our Neighbourhood? 1 2 3 4 5 6	Music that Makes You Dance How Does Music Make Us Happy? 1 2 3 4 5 6	Coming Soon
YEAR 3	Developing Notation Skills How Does Music Bring Us Closer Together? 1 2 3 4 5 6	Enjoying Improvisation What Stories Does Music Tell Us about the Past? 1 2 3 4 5 6	Composing Using Your Imagination How Does Music Make the World a Better Place? 1 2 3 4 5 6	Sharing Musical Experiences How Does Music Help Us Get to Know Our Community? 1 2 3 4 5 6	Learning More about Musical Styles How Does Music Make a Difference to Us Every Day? 1 2 3 4 5 6	Coming Soon
YEAR 4	Interesting Time Signatures How Does Music Bring Us Together? 1 2 3 4 5 6	Combining Elements to Make Music How Does Music Connect Us with Our Past? 1 2 3 4 5 6	Developing Pulse & Groove Through Improvisation How Does Music Improve Our World? 1 2 3 4 5 6	Creating Simple Melodies Together How Does Music Teach Us about Our Community? 1 2 3 4 5 6	Connecting Notes and Feelings How Does Music Shape Our Way Of Life? 1 2 3 4 5 6	Coming Soon
YEAR 5	Getting Started with Music Tech How Does Music Bring Us Together? 1 2 3 4 5 6	Emotions & Musical Styles How Does Music Connect Us with Our Past? 1 2 3 4 5 6	Exploring Key & Time Signatures How Does Music Improve Our World? 1 2 3 4 5 6	Introducing Chords How Does Music Teach Us about Our Community? 1 2 3 4 5 6	Words, Meaning and Expression How Does Music Shape Our Way Of Life? 1 2 3 4 5 6	Coming Soon
YEAR 6	Developing Melodic Phrases How Does Music Bring Us Together? 1 2 3 4 5 6	Understanding Structure & Form How Does Music Connect Us with Our Past? 1 2 3 4 5 6	Gaining Confidence Through Performance How Does Music Improve Our World? 1 2 3 4 5 6	Exploring Notation Further How Does Music Teach Us about Our Community? 1 2 3 4 5 6	Using Chords and Structure How Does Music Shape Our Way Of Life? 1 2 3 4 5 6	Coming Soon

Examples of questioning to promote deeper thinking:

Can you...:

Perform the melody?

Perform the piano part?

Perform the accompaniment part?

Perform the bass part?

As a group, recreate...?

Show me the rhythm before... and after...?

Show me how... changes?

Show me a similar...?

Show me the original/feature of...?

Using the correct instrument, show me the chords of this song?

Show me the part that... performed?

Show me what would happen if...?

Show me the changes that you made...?

Show me the most important rhythm/melody?

Show me the least effective rhythm/melody?

Make improvements to...