



MUSIC Whole School Curriculum – Ellel St. John’s C of E Primary School

EYFS – Development Matters

Reception

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.
- Create collaboratively sharing ideas, resources and skills.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Watch and talk about dance and performance art, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Develop storylines in their pretend play.
- Explore and engage in music making and dance, performing solo or in groups.

ELG

- Sing a range of well-known nursery rhymes and song
Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Charanga Me! Musical learning focus</p> <p>Listening and responding to different styles of music.</p> <p>Embedding foundations of the interrelated dimensions of music</p>	<p>Nativity Christingle Remembrance</p> <p>Aspects of Charanga Stories</p> <p>Linking to stories based in English</p>	<p>Charanga Everyone!</p> <p>Same musical learning focus from Autumn 1.</p> <p>Listen and Respond to a different style of music each week/step</p> <p>Explore and Create - initially using voices only</p>	<p>Charanga Our World!</p> <p>Building on their musical learning through rhymes and action songs.</p>	<p>Charanga Big Bear Funk</p> <p>Musical learning focus:</p> <p>Listening and appraising Funk music</p> <p>Embedding foundations of the interrelated dimensions of music using voices and instruments</p>	<p>Continue and embed musical learning from Summer 1.</p> <p>Celebation assembly - performance</p>

<p>Learning to sing or sing along with nursery rhymes and action songs</p> <p>Improvising leading to playing classroom instruments</p> <p>Share and perform the learning that has taken place</p>		<p>but building to using classroom instruments too</p> <p>Sing and play - nursery rhymes and action songs - building to singing and playing</p> <p>Share and Perform</p>		<p>Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs</p> <p>Playing instruments within the song</p> <p>Improvisation using voices and instruments</p> <p>Riff-based composition</p> <p>Share and perform the learning that has taken place</p>	
---	--	--	--	--	--

Music across Key stage 1 and 2

The purpose of the music curriculum

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

A brief overview – Music at Ellel

Music is taught through structured lessons and also accessed through daily worship, weekly hymn practise sessions and many performance based celebrations through the year. These include Lancaster and Morecambe District Music festivals and the Young Voices Concert. These are very performance based with an opportunity for the children to use their voices. Music based skills of listening, evaluation, music history

(inc composers) and the interrelated dimensions of music are taught through specific weekly music lessons. Enrichment is provided through the year through days such as 'Lazy Mondays' and Lancashire music service performances.

Aims

The national curriculum for music aims to ensure that all pupils:

- 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, to 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 interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

From key stage 2 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.

Year 1

Pupils should be taught to:

- 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 interrelated dimensions of music

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Charanga	Charanga Banana rap	Charanga	Charanga	Topic - Animals and Plants	Charanga

<p>Hey you!</p> <p>Old-School Hip Hop style for children to learn about the differences between pulse, rhythm and pitch and to learn how to rap and enjoy it in its original form.</p>	<p>Reggae and Hip-Hop Embed the interrelated dimensions of music through games and singing.</p> <p>Remembrance Day Nativity songs Performance</p>	<p>Banana rap (continue)</p> <p>Reggae and Hip-Hop Embed the interrelated dimensions of music through games and singing.</p> <p>Opportunity for freestyle and creative.</p>	<p>Round and Round</p> <p>Focused around one song: Round And Round, a Bossa Nova Latin style. An integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p>	<p>Comparison of music – Flight of the Bumblebee (Rimsky-Korsakov) Listening to high quality varied music.</p> <p>Charanga</p> <p>Boing song Composition of new verse, song structure. Interrelated dimensions of music. Pitch, pulse and rhythm.</p>	<p>Your Imagination</p> <p>This is a song about using your imagination.</p>
---	--	--	---	--	--

Year 2					
<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 interrelated dimensions of music 					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

<p align="center">Charanga</p> <p>Hands, Feet, Heart (Afropop-South African Music)</p> <p>Listen and appraise, learn song, improvise with song, rhythm and pulse, pitch, melody</p>	<p align="center">Remembrance Day</p> <p align="center">Nativity Songs</p> <p align="center">Performance</p> <p align="center">Christingle</p>	<p align="center">Lancaster and Morecambe district Music Festival</p> <p align="center">Charanga</p> <p align="center">I wanna play in a band</p> <p>In this rock song you learn about singing and playing together in an ensemble. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise classic Rock songs.</p>	<p align="center">Charanga</p> <p align="center">I wanna play in a band</p> <p>In this rock song you learn about singing and playing together in an ensemble. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise classic Rock songs.</p>	<p align="center">Charanga</p> <p align="center">Zoo Time (Reggae)</p> <p>Listen and appraise, learn song, improvise with song, rhythm and pulse, pitch, melody, compose. Opportunity for tuned instruments.</p>	<p align="center">Charanga</p> <p align="center">Friendship Song (Pop)</p> <p><i>Listen and appraise, learn song, improvise with song, rhythm and pulse, pitch, melody</i></p>
---	---	---	--	--	--

Year 3

Pupils should be taught to:

- 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

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
----------	----------	----------	----------	----------	----------

<p style="text-align: center;">Charanga Glockenspiel (stage 1)</p>	<p style="text-align: center;">Remembrance Christingle</p> <p style="text-align: center;">Charanga</p> <p style="text-align: center;">Let your spirit fly</p> <p style="text-align: center;">All the learning is focused around one song: Let Your Spirit Fly. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p>	<p style="text-align: center;">Charanga</p> <p style="text-align: center;">Three little birds (Bob Marley, Reggae)</p> <p>All the learning is focused around one song: Three Little Birds. 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 Reggae songs.</p>	<p style="text-align: center;">Poems on a theme</p> <p style="text-align: center;">Creating a sound-scape - volcanoes</p> <p style="text-align: center;">Composition</p> <p style="text-align: center;">Use of instruments</p>	<p style="text-align: center;">History of music</p> <p style="text-align: center;">Listening to and appraising high quality music from great composers through the years and musicians from the past and present day.</p> <p style="text-align: center;">Make a comparison of composers who have had an impact on music in the past and present day. Stevie Wonder Ella Fitzgerald Nat King Cole Aretha Franklin</p>	<p style="text-align: center;">Continue summer 1</p>
---	--	---	--	---	---

Year 4

Pupils should be taught to:

- 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

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Charanga</p> <p>Creative - percussion writer, dimensions of music</p>	<p>Remembrance Christingle</p>	<p>Music festival</p> <p>Charanga</p> <p>Stop!</p> <p>Rap</p> <p>All the learning is focused around one song: Stop! - a rap/song about bullying. You will learn about the interrelated dimensions of music through games, singing and composing.</p>	<p>Music festival performance</p> <p>Charanga</p> <p>Lean on me</p> <p>(Bill Withers, soul/gospel)</p> <p>An integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked. Throughout the unit you will be encouraged to keep focused on musical learning.</p> <p>Opportunity for tuned instruments</p>	<p>Charanga – European study</p>	<p>Composers and history of music</p> <p>African American Influence on music – the history and power of Drumming</p>

Year 5

Pupils should be taught to:

- 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

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Charanga Make you feel my love (Bob Marley, pop ballad sung by Adele)</p> <p>All the learning is focused around one song: Make You Feel My Love. 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. Opportunity for tuned instruments.</p>	<p>Remembrance</p> <p>Christingle</p>	<p>Charanga Fresh Prince of Bel-Air</p> <p>This is a six-week Unit of Work. All the learning is focused 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.</p>	<p>Charanga Dancing in the street (Martha and the Vandellas)</p> <p>an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p> <p>Opportunity for tuned instruments, easy and medium level.</p>	<p>Charanga Livin' on a prayer (Bon Jovi, classic rock song)</p> <p>The material presents 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.</p> <p>Opportunity for tuned instruments</p>	<p>History of music, live music</p> <p>Gustav Holst 'Thaxted' from Jupiter, The Planets</p> <p>World In Union</p> <p>Improvisation and composition</p>

Year 6
<p>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 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

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Begin YV</p> <p>Song styles Structure of songs Interrelated dimensions of music.</p>	<p>Remembrance Performance</p> <p>Christingle Performance Opportunities for group and solo performance.</p> <p>Music from other cultures – Bagdad (Linked to Geography)</p>	<p>BBC Ten Pieces Anna Clyne – Night Ferry</p> <p>Composition Sea Shanties</p>	<p>Crime and Punishment Topic</p> <p>BBC Ten Pieces Composers and history of music</p> <p>Dr Who – Delia Derbyshire Exploring Audacity</p>	<p>Benin – drumming, rhythm, ranges of percussion instruments</p> <p>Charanga Freestyle, creative app Percussion writer</p>	<p>Production Performance</p> <p>Leavers Assembly performance</p> <p>Heroes/Villains, link to musical theatre. History of music.</p>