

Music



Music is incredibly important for children; helping them to express themselves, to explore different cultures, as well as teaching valuable knowledge and skills. At Grangetown Primary School, we're proud to offer the *New Model Music Curriculum* as part of the Charanga music scheme. This provides children with the full coverage of learning, under the National Curriculum for music.

Music is taught in our school in a lively, engaging and enriching way. Children have constant opportunities to listen to, create and perform music.

Our Intent, Implementation and Impact statement for Music, our Medium Term Planning, our Policy, plus some 'Music in Action Case Studies', are here:

www.grangetown.sunderland.sch.uk/Music-25072021115950/

Within the Charanga scheme, music is taught across five key learning areas

- Listening
- Singing
- Playing
- Composing and improvising
- Performing.

Individual units and lessons may be taught as *themes*, such as “How music brings people together”. These themed units and lessons then meet the full range of the five key learning objectives shown above.

Music Curriculum - EYFS / Year 1

For younger children, music learning is exploratory and provides children with constant opportunities to explore and discover music throughout their school life. For EYFS, music teaching and learning is linked to the Early Learning Goals. Elements of musical learning include:

- Singing
- Playing Instruments
- Listening.

Music Curriculum – Years 2-6

From Year 2 until the end of Year 6, children are taught from the full range of the ‘Charanga New Model Music Curriculum’. Lessons are taught by a specialist music teacher in school and cover the five key objectives:

- Listening
- Singing
- Playing
- Composing and improvising
- Performing.

We have a good range of musical equipment at Grangetown, including keyboards, ukuleles, flutes, glockenspiels, xylophones and chimes, a wide range of drums, djembe, toms and other percussion instruments and a piano.

Some aspects of movement and dance are also integrated into the Charanga music scheme, with cross-curricular links included where appropriate.

National curriculum for music – coverage key

Key stage 1

Pupils should be taught to:

- 1.1 Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- 1.2 Play tuned and non-tuned instruments musically
- 1.3 Listen with concentration and understanding to a range of high-quality live and recorded music
- 1.4 Experiment with, create, select and combine sounds using the inter-related dimensions of music

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.

Pupils should be taught to:

- 2.1 Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- 2.2 Improvise and compose music for a range of purposes using the inter-related dimensions of music
- 2.3 Listen with attention to detail and recall sounds with increasing aural memory
- 2.4 Use and understand staff and other musical notations
- 2.5 Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- 2.6 Develop an understanding of the history of music.

MUSIC CURRICULUM MAP – Key Stages 1 & 2



| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------|---------------------------------|----------------------------------|---|--|-------------------------------|--|
| Year 1 | Introducing Beat | Adding Rhythm & Pitch | Introducing Tempo & Dynamics | Combining Rhythm & Pitch | Having fun with Improvisation | Reflect, rewind & replay: consolidating learning |
| Year 2 | Exploring simple patterns | Focus on Dynamics & Tempo | Exploring music through feelings | Inventing a musical story | Music that makes you dance | Reflect, rewind & replay: consolidating learning |
| Year 3 | Developing Notation skills | Enjoying Improvisation | Composing using imagination | Sharing musical experiences | Learning about musical styles | Reflect, rewind & replay: consolidating learning |
| Year 4 | Interesting time signatures | Combining elements to make music | Developing Pulse & Groove through Improvisation | Creating simple Melodies together | Connecting Notes and feelings | Reflect, rewind & replay: consolidating learning |
| Year 5 | Getting started with music tech | Emotions and musical Styles | Exploring Key and Time Signatures | Introducing Chords | Words, meaning & expression | Reflect, rewind & replay: consolidating learning |
| Year 6 | Developing Melodic phrases | Understanding Structure and Form | Exploring Key and Time Signatures | Gaining confidence through Performance | Using Chords and Structure | Reflect, rewind & replay: consolidating learning |

MUSIC – KEY STAGE 1

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------|--|--|---|---|--|--|
| Year 1 | <p>Skills & knowledge: Introducing Beat</p> <p>Theme: How can we make friends when we sing together? NC 1.2, 1.3</p> | <p>Skills & knowledge: Adding Rhythm & Pitch</p> <p>Theme: How does music tell stories about the past? NC 1.2, 1.3</p> | <p>Skills & knowledge: Introducing Tempo & Dynamics</p> <p>Theme: How can music make the world a better place? NC 1.2, 1.3</p> | <p>Skills & knowledge: Combining Rhythm & Pitch</p> <p>Theme: How can music help us to understand our neighbours? NC 1.2, 1.3</p> | <p>Skills & knowledge: Having fun with Improvisation</p> <p>Theme: What songs can we sing to help us through the day? NC 1.1, 1.2, 1.4</p> | <p>Skills & knowledge: Reflect, rewind & replay: consolidating learning</p> <p>Theme: Reviewing this year's themes NC 1.1, 1.2, 1.3, 1.4</p> |
| Year 2 | <p>Skills & knowledge: Exploring simple patterns</p> <p>Theme: How does music help us to make friends? NC 1.2, 1.3</p> | <p>Skills & knowledge: Focus on Dynamics & Tempo</p> <p>Theme: How does music teach us about the past? NC 1.2, 1.3</p> | <p>Skills & knowledge: Exploring music through feelings</p> <p>Theme: How does music make the world a better place? NC 1.1, 1.2, 1.3, 1.4</p> | <p>Skills & knowledge: Inventing a musical story</p> <p>Theme: How does music teach us about our neighbourhood? NC 1.1, 1.2, 1.4</p> | <p>Skills & knowledge: Music that makes you dance</p> <p>Theme: How does music make us happy? NC 1.2, 1.3</p> | <p>Skills & knowledge: Reflect, rewind & replay: consolidating learning</p> <p>Theme: Reviewing this year's themes NC 1.1, 1.2, 1.3, 1.4</p> |

Key vocabulary is shown with a capital letter (e.g. Beat, Rhythm, Pitch, Dynamics, Improvisation)

MUSIC – KEY STAGE 2

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|--------|--|--|---|--|---|--|
| Year 3 | <p>Skills & knowledge: Developing Notation skills</p> <p>Theme: How does music bring us closer together? NC 2.3, 2.4</p> | <p>Skills & knowledge: Enjoying Improvisation</p> <p>Theme: What stories does music tell us about the past? NC 2.1, 2.2</p> | <p>Skills & knowledge: Composing using imagination</p> <p>Theme: How does music make the world a better place? NC 2.1, 2.2</p> | <p>Skills & knowledge: Sharing musical experiences</p> <p>Theme: How does music help us get to know our community? NC 2.5, 2.6</p> | <p>Skills & knowledge: Learning about musical styles</p> <p>Theme: How does music make a difference to us every day? NC 2.4, 2.5, 2.6</p> | <p>Skills & knowledge: Reflect, rewind & replay: consolidating learning</p> <p>Theme: Reviewing this year's themes NC 2.1, 2.2, 2.3, 2.4, 2.5, 2.6</p> |
| Year 4 | <p>Skills & knowledge: Interesting time signatures</p> <p>Theme: How can music unite us? NC 2.3, 2.4</p> | <p>Skills & knowledge: Combining elements to make music</p> <p>Theme: How does music connect us to our past? NC 2.1</p> | <p>Skills & knowledge: Developing Pulse & Groove through Improvisation</p> <p>Theme: How does music improve our world? NC 2.1, 2.2, 2.3</p> | <p>Skills & knowledge: Creating simple Melodies together</p> <p>Theme: How does music teach us about our community? NC 2.1, 2.2</p> | <p>Skills & knowledge: Connecting Notes and feelings</p> <p>Theme: How does music make a difference to us every day? NC 2.3, 2.5, 2.6</p> | <p>Skills & knowledge: Reflect, rewind & replay: consolidating learning</p> <p>Theme: Reviewing this year's themes NC 2.1, 2.2, 2.3, 2.4, 2.5, 2.6</p> |
| Year 5 | <p>Skills & knowledge: Getting started with music tech</p> <p>Theme: How can music unite us? NC 2.1, 2.2</p> | <p>Skills & knowledge: Emotions and musical Styles</p> <p>Theme: How does music connect us to our past? NC 2.3, 2.5, 2.6</p> | <p>Skills & knowledge: Exploring Key and Time Signatures</p> <p>Theme: How does music improve our world? NC 2.1, 2.3, 2.4, 2.6</p> | <p>Skills & knowledge: Introducing Chords</p> <p>Theme: How does music teach us about our community? NC 2.1, 2.2, 2.4</p> | <p>Skills & knowledge: Words, meaning & expression</p> <p>Theme: How does music shape our way of life? NC 2.3, 2.5, 2.6</p> | <p>Skills & knowledge: Reflect, rewind & replay: consolidating learning</p> <p>Theme: Reviewing this year's themes NC 2.1, 2.2, 2.3, 2.4, 2.5, 2.6</p> |
| Year 6 | <p>Skills & knowledge: Developing Melodic phrases</p> <p>Theme: How can music unite us? NC 2.1, 2.2</p> | <p>Skills & knowledge: Understanding Structure and Form</p> <p>Theme: How does music connect us to our past? NC 2.3, 2.4</p> | <p>Skills & knowledge: Exploring Key and Time Signatures</p> <p>Theme: How does music improve our world? NC 2.3, 2.4, 2.5, 2.6</p> | <p>Skills & knowledge: Gaining confidence through Performance</p> <p>Theme: How does music teach us about our community? NC 2.1, 2.2</p> | <p>Skills & knowledge: Using Chords and Structure</p> <p>Theme: How does music shape our way of life? NC 2.2, 2.3, 2.4</p> | <p>Skills & knowledge: Reflect, rewind & replay: consolidating learning</p> <p>Theme: Reviewing this year's themes NC 2.1, 2.2, 2.3, 2.4, 2.5, 2.6</p> |

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