

Our Music Curriculum

Intent of the Music Curriculum

Music is a universal language that embodies one of the highest forms of creativity. Our aim is to provide our children with high quality music education which will engage and inspire them to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement.

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 inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

At Netherhall St James we have adopted the Charanga music curriculum in Key Stage one to further ensure that our children experience a broad and balanced music curriculum that meets their needs and covers the National Curriculum outcomes.

Implementation of the Music Curriculum



Nursery

Term Topic	Autumn 1 Nursery Rhymes	Autumn 2 Brilliant Birds	Spring 1 Pets	Spring 2 Splash	Summer 1 Transport	Summer 2 Mini beast Madness
Focus/ Content	<p>Singing and learning nursery rhymes.</p> <p>Getting to know each other ring dance games.</p> <p>Introduction to instruments, stopping and starting following a signal, playing fast/slow and loud/quiet.</p> <p>Accompanying the <i>Windy</i> with different instruments and performing it.</p>	<p>Learning and singing 2 little dickie birds</p> <p>Imagining being in a storm. Singing and playing rain makers to; I hear Thunder, Rain, rain go away</p> <p>Sea Artwork to Vivaldi storm</p>	<p>Changing words to familiar songs to make up our own, based on 'How much is that Doggy'</p> <p>Singing BINGO and accompanying actions.</p>	<p>Hole in the bottom of the sea song- perform and sing</p> <p>Write Dance – storm/calm themed. Singing and dancing to Baby shark song</p>	<p>Singing and adding instruments to wheels on the bus, down at the station</p> <p>Dancing to transport songs-moving like a vehicle</p> <p>Down at the station- acting and singing</p>	<p>Can you move with me? poem</p> <p>Explore body shapes/speed/flow</p> <p>Eg scurrying ants/buzzing bees/slow snails</p> <p>Learning songs about mini beasts.</p> <p>Bug ball dancing</p> <p>Use music to imitate bugs' movement</p>
Skills	<p>I can respond to what I have heard with my own thoughts and feeling</p> <p>I can remember and sing entire sounds</p> <p>I can 'pitch match' another person</p> <p>I can play an instrument with increasing control and express feelings to others</p>	<p>I can respond to what I have heard with my own thoughts and feeling</p> <p>I can 'pitch match' another person</p> <p>I can sing in a melodic shape</p> <p>I can play an instrument with increasing control and express feelings to others</p>	<p>I can listen with increasing attention to sounds</p> <p>I can remember and sing entire sounds</p> <p>I can create my own songs</p>	<p>I can listen with increasing attention to sounds</p> <p>I can respond to what I have heard with my own thoughts and feeling</p> <p>I can sing in a melodic shape</p>	<p>I can listen with increasing attention to sounds</p> <p>I can respond to what I have heard with my own thoughts and feeling</p> <p>I can remember and sing entire sounds</p> <p>I can develop a phonological awareness</p> <p>I can play an instrument with increasing control and express feelings to others</p>	<p>I can listen with increasing attention to sounds</p> <p>I can sing in a melodic shape</p> <p>I can play an instrument with increasing control and express feelings to others</p>
Knowledge	<p>*Knowledge for music is taught on the this objectives and progression and developed through a range of songs throughout the year**</p> <p>I know how to listen with increased attention to sounds.</p> <p>I know how to talk about what I have heard, expressing my thoughts and feelings.</p> <p>I know how to sing entire songs.</p> <p>I know how to pitch match- Sing the pitch of a tone sung by another person</p> <p>I know how to Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</p>					

	<p>I know how to create my own songs or improvise a song around one I know. I know how to Play instruments with increasing control to express my feelings and ideas.</p>					
<p>Vocabulary</p> <p>*Ambitious vocabulary *previous vocabulary</p>	<p>Nursery rhyme Perform listen Shake tap actions Sing song voice</p>	<p>Sing song Perform Instruments Carols listen Shake tap actions voice play</p>	<p>Sing song voice play listen Perform Instruments Shake tap actions Soft loud</p>	<p>Sing song voice play listen Perform listen Instruments Shake tap actions Soft loud</p>	<p>Sing song voice play listen Perform listen Instruments Shake tap actions Soft loud</p>	<p>Sing song voice play listen Perform listen Instruments Shake tap actions Soft loud</p>

Reception

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Friendship – Can we be friends?	Who helps us?	What's it like far away?	Can we save the world?	What did grandma used to read?	What's it like down on the farm?
Focus/Content	<p>Me! Learn to sing nursery rhymes and action songs:</p> <ul style="list-style-type: none"> Pat-a-cake 1, 2, 3, 4, 5, Once I Caught A Fish Alive This Old Man Five Little Ducks Name Song Things For Fingers 	<p>My Stories Learn to sing nursery rhymes and action songs:</p> <ul style="list-style-type: none"> I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song 	<p>Everyone Learn to sing nursery rhymes and action songs:</p> <ul style="list-style-type: none"> Wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping On The Bed Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees and Toes 	<p>Our World Learn to sing nursery rhymes and action songs:</p> <ul style="list-style-type: none"> Old Macdonald Jack Wiggly Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey 	<p>Big Bear Funk Big Bear Funk is a transition Unit that prepares children for their musical learning in Year 1.</p>	<p>Reflect, Rewind & Replay This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting chosen nursery rhymes and/or songs, a context for the History of Music and the very beginnings of the Language of Music.</p>
Skills Note these are taught in each unit.	<p>Listen & Respond I can understand that music can touch your feelings. I can enjoy moving to music by dancing, marching, being animals or Pop stars. Share and Perform I can perform any of the nursery rhymes by singing and adding actions or dance. I can perform any nursery rhymes or songs adding a simple instrumental part. I can record the performance to talk about</p>		<p>Explore and Create (Musical Activities) I can the pulse by copying a character in a nursery rhyme, imagining a similar character or object and finding different ways to keep the pulse. I can basic rhythm patterns of single words, building to short phrases from the song/s. I can explore high and low using voices and sounds of characters in the songs. I can listen to high-pitched and low-pitched sounds on a glockenspiel. I can invent a pattern using one pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany the song. Singing I can sing along with a pre-recorded song and add actions. I can sing along with the backing track.</p>			
Knowledge Note these are taught in each unit.	<p>Listen & Respond I know twenty nursery rhymes off by heart. I know the stories of some of the nursery rhymes. Share and Perform I know performance is sharing music.</p>		<p>Explore and Create (Musical Activities) I know that we can move with the pulse of the music. I know that the words of songs can tell stories and paint pictures. Singing I know how to sing or rap nursery rhymes and simple songs from memory. I know that songs have sections.</p>			
Vocabulary *Ambitious vocabulary *previous vocabulary	<p>Sing song voice Perform listen Instruments play Soft loud Share group explore solo</p>	<p>Sing song voice Perform listen Instruments play Soft loud Share group explore solo Bhangra</p>	<p>Sing song voice Perform listen Instruments play Soft loud Share group explore solo feel ideas African drums Beat pulse</p>	<p>Sing song voice Perform listen Instruments play Soft loud Share group explore solo</p>	<p>Sing song voice Perform listen Instruments play Soft loud Share group explore solo Indian music</p>	<p>Sing song voice Perform listen Instruments play Soft loud Share group explore solo</p>
<p>Pulse – the regular heartbeat of the music; its steady beat. Rhythm – long and short sounds or patterns that happen over the pulse. Pitch – high and low sounds. Tempo – the speed of the music; fast or slow or in-between. Dynamics – how loud or quiet the music is. Timbre – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin. Texture – layers of sound. Layers of sound working together make music very interesting to listen to. Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending. Notation – the link between sound and symbol.</p>						

Year 1

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Getting to know me and my world.	A Toy's Story	Our Animal Adventures	To infinity and Beyond	Bright lights, Big city.	Ready, Steady, Grow
Focus/Content	Unit: Hey You Hey You! is written in an 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. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other Old-School Hip Hop tunes.	Unit: Rhythm in the way we walk/Banana rap This unit is lighter in content as you will be busy with general Christmas activities. Don't forget to look at the Productions in the Freestyle section. This is a six-week Unit of Work that builds on previous learning. It is supported by weekly lesson plans and assessment. All the learning is focused around two songs: Rhythm In The Way We Walk (Reggae style) and Banana Rap (Hip Hop style). You will Listen & Appraise other styles of music and continue to embed the interrelated dimensions of music through games and singing.	Unit: In the Groove In The Groove is a song that was specially written for classroom use to teach children about different styles of music. This is a very easy song to learn and has been arranged in six different styles; Blues, Baroque, Latin, Bhangra, Folk and Funk. Each week you will listen and learn a different style of In The Groove. In the Listen and Appraise section of this unit you will also listen to a well-known song in that week's style.	Unit: Round and round This is a six-week Unit of Work that builds on previous learning. It is supported by weekly lesson plans and assessment. All the learning is focused around one song: Round And Round, a Bossa Nova Latin style. 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.	Unit: Your imagination This unit contains all the classic teaching resources you would expect but with upgrades. These include new Listen & Appraise apps; new progressive Warm-up Games, Flexible Games and improvisation resources, and a new compose tool. Perform with more options too!	Unit: Reflect, Rewind and Replay This Unit of Work consolidates 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. Musical learning focus: Listen and Appraise Classical music Continue to embed the foundations of the interrelated dimensions of music using voices and instruments Singing Play instruments within the song Improvisation using voices and instruments Composition Share and perform the learning that has taken place
Skills Note these are taught in each unit.	Improvisation I can use the improvisation tracks provided. Improvise using the three challenges: 1. Clap and improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). 2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. 3. Improvise! – I can take it in turns to improvise using one or two notes	Composition I can help to create a simple melody using one, two or three notes. I can learn how the notes of the composition can be written down and changed if necessary.	Performance I can choose a song I have learnt from the Scheme and perform it. I can add their ideas to the performance. I can record the performance and say how I am feeling about it.	Singing I can learn about voices, singing notes of different pitches (high and low). I can learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. I can learn to start and stop singing when following a leader	Playing I can treat instruments carefully and with respect. I can play a tuned instrumental part with the song I perform. I can learn to play an instrumental part that matches my musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). I can listen to and follow musical instructions from a leader.	Listen & Appraise I can learn how I can enjoy moving to music by dancing, marching, being animals or pop stars.
Knowledge Note these are taught in each unit.	Improvisation I know that improvisation is about making up your own tunes on the spot. I know when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. I know everyone can improvise.	Composition I know composing is like writing a story with music. I know everyone can compose. Games I know that music has a steady pulse, like a heartbeat. I know that we can create rhythms from words, our names,	Performance I know a performance is sharing music with other people, called an audience.	Singing I know how to confidently sing or rap five songs from memory and sing them in unison.	Playing I know the names of the notes in their instrumental part from memory or when written down. I know the names of the instruments they are playing.	Listen & Appraise I know 5 songs off by heart. I know what the songs are about. I know and recognise the sound and names of some of the instruments I use.

<p>Vocabulary</p> <p>*Ambitious vocabulary *previous vocabulary</p>	<p>Hey you</p> <p>Rhythm, song, volume, names of different instruments, appraise, Harmony Rhythm improvise Timing, tempo, glockenspiel verse, chorus pitch, beat, pulse,</p>	<p>favourite food, colours and animals.</p> <p>Rhythm in the way you walk/banana rap volume, Rhythm, song, instruments appraise, Harmony Rhythm improvise compose ensemble pitch, beat, pulse, Timing, tempo, rap verse, chorus, glockenspiel</p>	<p>In the groove</p> <p>pitch, beat, pulse, Timing, tempo, song, verse, chorus, rap appraise, volume, Rhythm names of different instruments glockenspiel, Harmony improvise compose ensemble</p>	<p>Round and round</p> <p>Rhythm, pitch, beat, pulse, Timing, tempo, rap song, verse, chorus, appraise, volume, names of different instruments glockenspiel, Harmony improvise compose ensemble</p>	<p>Your imagination</p> <p>pitch, beat, pulse, Timing, tempo, rap song, verse, chorus, appraise Rhythm, volume, names of different instruments glockenspiel, Harmony improvise compose ensemble Tone</p>	<p>Reflect rewind replay</p> <p>pitch, beat, pulse, Timing, tempo, rap song, verse, chorus, appraise, Rhythm, volume, names of different instruments glockenspiel, Harmony improvise compose ensemble Tone</p>
<p>Pulse – the regular heartbeat of the music; its steady beat. Rhythm – long and short sounds or patterns that happen over the pulse. Pitch – high and low sounds. Tempo – the speed of the music; fast or slow or in-between. Dynamics – how loud or quiet the music is. Timbre – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin. Texture – layers of sound. Layers of sound working together make music very interesting to listen to. Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending.</p> <p style="text-align: right;">Notation – the link between sound and symbol.</p>						

Year 2

Term Topic	Autumn 1 Wonders of the World If you had a magic carpet where would you go?	Autumn 2 African Adventure What is it like to live in Africa?	Spring 1 Ahoj there! What is it like to be a pirate	Spring 2 London's Burning! What was it like in London in 1666?	Summer 1 Glorious gardens! Where and how do plants grow?	Summer 2 Transport Travelling, trains and the Titanic!
Focus/Content	Unit: Hands, Feet, Heart This is a six-week Unit of Work. All the learning is focused around one song: Hands, Feet, Heart. 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 different styles of South African music.	Unit: Bo Ho Ho This unit is lighter in content as you will be busy with general Christmas activities. Don't forget to look at the Productions in the Freestyle section. This is a six-week Unit of Work that builds on previous learning. It is supported by weekly lesson plans and assessment. All the learning is focused around one song: Bo Ho Ho - a Christmas song. You will Listen & Appraise other styles of music and continue to embed the interrelated dimensions of music through games, singing and playing.	Unit: Wanna play in a band Wanna Play In A Band is a Rock song written especially for children. In this 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.	Unit: ZooTime This is a six-week Unit of Work. All the learning is focused around one song: ZooTime . 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 . A necessary planning and assessment documentation is provided. Throughout the unit you will be encouraged to keep focused on musical learning; the integration of musical learning/practice is key when delivering your music lesson. Music must be taught musically; pupils and teachers need to be active musicians.	Unit: Friendship song This unit contains all the classic teaching resources you would expect but with upgrades. These include new Listen & Appraise apps; new progressive Warm-up Games, Flexible Games and improvisation resources, and a new compose tool. Perform with more options too!	Unit: Reflect, Rewind, Replay This Unit of Work consolidates 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. Musical learning focus: - Listen and Appraise Classical music - Continue to embed the foundations of the interrelated dimensions of music using voices and instruments - Singing - Play instruments within the song - Improvisation using voices and instruments - Composition - Share and perform the learning that has taken place
Skills Note these are taught in each unit.	Improvisation I can use the improvisation tracks provided. Improvise using the three challenges: 1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). 2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. 3. Improvise! – I can take it in turns to improvise using one or two notes	Composition I can help create three simple melodies with the Units using one, three or five different notes. I can learn how the notes of the composition can be written down and changed if necessary. Games I can find a pulse I can listen to the rhythm and clap it back. I can copy back short rhythmic phrases based on words, with one and two syllables whilst marching the steady beat. I can create rhythms for others to copy. I can listen and sing back notes as a warm up.	Performance I can choose a song I have learnt from the Scheme and perform it. I can add their ideas to the performance. I can record the performance and say how I am feeling about it.	Singing I can learn about voices, singing notes of different pitches (high and low). I can learn that they can make different types of sounds with their voices – you can tap or say words in rhythm. I can learn to start and stop singing when following a leader I can find a comfortable singing position.	Playing I can treat instruments carefully and with respect. I can learn to play an instrumental part that matches my musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). I can play the part in time with the steady pulse. I can listen to and follow musical instructions from a leader.	Listen & Appraise I can learn how I can enjoy moving to music by dancing, marching, being animals or pop stars. I can learn how songs can tell a story or describe an idea.
Knowledge Note these are taught in each unit.	Improvisation I know that improvisation is about making up your own tunes on the spot. I know when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. I know everyone can improvise.	Composition I know composing is like writing a story with music. I know everyone can compose. Games I know that music has a steady pulse, like a heartbeat. I know that we can create rhythms from words, our names,	Performance I know a performance is sharing music with an audience. I know a performance can be a special occasion and involve a class, a year group or a whole school.	Singing I know how to confidently sing or rap five songs from memory and sing them in unison. I know that unison is everyone singing at the same time. I know why we need to warm up our voices.	Playing I know the names of the notes in their instrumental part from memory or when written down. I know the names of the instruments they are playing.	Listen & Appraise I know 5 songs off by heart. I know some songs have a chorus or a response/answer part. I know that songs have a musical style.

		favourite food, colours and animals. I know rhythms are different from the steady pulse. I know we can add high and low sounds, pitch, when we sing and play our instruments.	I know an audience can include your parents and friends.			
Vocabulary	Rhythm, pitch, beat, pulse, Timing, tempo, rap song, verse, chorus, Vocal appraise, volume, instruments glockenspiel, Dynamics Arrangement Denote Melody Accompaniment style Harmony improvise compose ensemble Tone	Rhythm, pitch, beat, pulse, Timing, tempo, rap song, verse, chorus, vocal appraise, volume, instruments glockenspiel, Dynamics Arrangement Denote Melody Accompaniment style improvise compose ensemble Tone Harmony	Rhythm, pitch, beat, pulse, Timing, tempo, rap song, verse, chorus, vocal appraise, volume, instruments glockenspiel, style Harmony improvise compose ensemble Tone Dynamics Arrangement Denote Melody Accompaniment	Rhythm, pitch, beat, pulse, Timing, tempo, rap song, verse, chorus, vocal appraise, volume, instruments glockenspiel, Harmony improvise compose ensemble Tone Dynamics Arrangement Denote Melody Accompaniment style	Rhythm, pitch, beat, pulse, Timing, tempo, rap song, verse, chorus, vocal appraise, volume, instruments glockenspiel, Creative, Instructions Harmony improvise compose ensemble Tone Arrangement Denote Melody Accompaniment Creative, Instructions Timbre, Dynamics style Expressive, Effect Sequence	Rhythm, pitch, beat, pulse, Timing, tempo, rap song, verse, chorus, vocal appraise, volume, instruments glockenspiel, style Harmony improvise compose ensemble Tone Arrangement Denote Melody Accompaniment Creative, Instructions Timbre, Dynamics Arrangement, Denote Melody, Accompaniment Notation, Duration Staves and Clefs Rhythmic Phrase Imitate Expressive, Effect Sequence Composition
<p>Pulse – the regular heartbeat of the music; its steady beat. Rhythm – long and short sounds or patterns that happen over the pulse. Pitch – high and low sounds. Tempo – the speed of the music; fast or slow or in-between. Dynamics – how loud or quiet the music is. Timbre – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin. Texture – layers of sound. Layers of sound working together make music very interesting to listen to. Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending. Notation – the link between sound and symbol.</p>						

Local links/Inspiration /Enrichment activities

Nursery Sing up- learning songs related to topic

Reception Sing up- learning songs related to topic

Year 1 – Sing up- learning songs related to topic. Samba drumming club with parents.

Year 2 – Sing up- learning songs related to topic. African drumming Singing at the local care home. Samba drumming club with parents.

Whole school.

Termly choir

Christmas performances

Ukulele sing along

Live musical performances.

Key Stage 1 Statements taken from National Curriculum –(Statutory Requirements)

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

Statements taken from National Curriculum – Spoken Language (Literacy) (Statutory Requirements)

Pupils should be taught to:

- *Listen and respond appropriately to adults and their peers*
- *Ask relevant questions to extend their understanding and knowledge*
- *Use relevant strategies to build their vocabulary*
- *Articulate and justify answers, arguments and opinions*
- *Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings*
- *Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments*
- *Participate in discussions, presentations, performances, role play, improvisations and debates*
- *Consider and evaluate different viewpoints, attending to and building on the contributions of others*

Impact of the Curriculum

Whilst in school, children have access to a varied programme, which allows them to discover areas of strength, as well as areas they might like to improve upon. The integral nature of music and the learner creates an enormously rich palette from which a child may access fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others, and self-reflection.

Music will also develop an understanding of culture and history, both in relation to children individually, as well as ethnicities from across the world. Children are able to enjoy music in as many ways as they choose – either as listener, creator or performer. They can dissect music and comprehend its parts. They can sing and feel a pulse. They have an understanding of how to further develop skills less known to them, should they ever develop an interest in their lives.