



MUSIC

Purpose of study

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.

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

EYFS

Early Learning Goals: Being Imaginative and Expressive

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher;
 - Sing a range of well-known nursery rhymes and songs;
- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Development Matters

Listen attentively, move to and talk about music, expressing their feelings and responses.

Explore and engage in music making and dance, performing solo or in groups.

Three and Four-Year-Olds	Communication and Language	• Sing a large repertoire of songs.	Reception	Communication and Language	• Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs.
	Physical Development	• Use large-muscle movements to wave flags and streamers, paint and make marks.		Physical Development	• Combine different movements with ease and fluency.
	Expressive Arts and Design	• Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs, or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas.		Expressive Arts and Design	• 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. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explore and engage in music making and dance, performing solo or in groups.

KS1 statements

- to use their voices expressively and creatively by singing songs and speaking chants and rhymes
 - to play tuned and untuned instruments musically
 - to listen with concentration and understanding to a range of high-quality live and recorded music
- to experiment with, create, select and combine sounds using the inter-related dimensions of music.

KS2 statements

- 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.
- to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

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| | <ul style="list-style-type: none">➤ to improvise and compose music for a range of purposes using the inter-related dimensions of music➤ to listen with attention to detail and recall sounds with increasing aural memory➤ to use and understand staff and other musical notations➤ to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians <p>to develop an understanding of the history of music.</p> |
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Music Knowledge Categories

Perform

Understand that music is created to be performed.

Compose

Appreciate that music is created through a process which has a number of techniques.

Transcribe

Understand that compositions need to be understood by others and that there are techniques and a language for communicating them.

Describe music

Appreciate the features and effectiveness of musical elements.



Whole School Music Topic Delivery Model

All units from Charanga

The address of the website is: cornwall.charanga.com

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	AUT 1	AUT 2	SPR 1	SPR 2	SUM1	SUM2
EYFS	Songs	Nativity Performance	Songs Percussion	Dance and Music	Songs	Graduation Ceremony Singing
Y1		Christingle Performance <i>Perform</i> Rhythm in the way we walk <i>Perform</i> <i>Compose</i> <i>Transcribe</i> <i>Describe music</i>		In the Groove <i>Perform</i> <i>Compose</i> <i>Transcribe</i> <i>Describe music</i>		Your Imagination <i>Perform</i> <i>Compose</i> <i>Transcribe</i> <i>Describe music</i>
Y2		Hands Feet Heart <i>Perform</i> <i>Compose</i> <i>Transcribe</i> <i>Describe music</i>		Zootime <i>Perform</i> <i>Compose</i> <i>Transcribe</i> <i>Describe music</i>		Friendship Song <i>Perform</i> <i>Compose</i> <i>Transcribe</i> <i>Describe music</i>
Y3		Christmas Performance <i>Perform</i> Let your Spirit Fly <i>Perform</i> <i>Compose</i> <i>Transcribe</i>		Three Little Birds <i>Perform</i> <i>Compose</i> <i>Transcribe</i> <i>Describe music</i>		Bringing us Together <i>Perform</i> <i>Compose</i> <i>Transcribe</i> <i>Describe music</i>

		Describe music			
Y4		Christmas Performance Perform Ukelele Perform		Mamma Mia Perform Compose Transcribe Describe music	Blackbird Perform Compose Transcribe Describe music
Y5		Christmas Carols Perform Living on a Prayer Perform Compose Transcribe Describe music		Fresh Prince Perform Compose Transcribe Describe music	Dancing in the Street Perform Compose Transcribe Describe music
Y6		Christmas Carols Perform		You've got a friend Perform Compose Transcribe Describe music	Performance Perform

Key Stage 3	<p>The national curriculum in KS3 for music aims to ensure that all pupils: can 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 can 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 can 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.</p>	<p>Pupils should build on their previous knowledge and skills through performing, composing and listening. They should develop their vocal and/or instrumental fluency, accuracy and expressiveness; and understand musical structures, styles, genres and traditions, identifying the expressive use of musical dimensions. They should listen with increasing discrimination and awareness to inform their practice as musicians. They should use technologies appropriately and appreciate and understand a wide range of musical contexts and styles. Pupils should be taught to: can play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression can improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions can use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions can identify and use</p>
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		the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices ☑ listen with increasing discrimination to a wide range of music from great composers and musicians ☑ develop a deepening understanding of the music that they perform and to which they listen, and its history.
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 <h2 style="text-align: center;">Continuous Provision - Music</h2> 						
	Y1	Y2	Y3	Y4	Y5	Y6
	Milestone 1		Milestone 2		Milestone 3	
Cross - curricular links	Art & Design – cultures represented within artwork and relating to musical knowledge History – exploring musical styles through time Geography – looking at music from different cultures/locations Science -links to sound PE – tempo RE – look at the role of music within religion Languages – looking at the culture and music of France		Art & Design – cultures represented within artwork and relating to musical knowledge History – exploring musical styles/ instruments through time Geography – looking at music from different cultures/locations Science -links to sound PE – tempo RE – look at the role of music within religion Languages – looking at the culture and music of France			
	Listen to music throughout the school day, including during: <ul style="list-style-type: none"> • Transition times • Storytelling – use instruments to create a ‘soundtrack’ • Warm-ups – PE • Calm sessions – PSHE Focus on a particular style of music for a period of time Display musical posters Sing songs and rhymes for pleasure during the school day Provide musical apps with composing functions		Listen to music throughout the school day, including during: <ul style="list-style-type: none"> • Transition times • Storytelling – use instruments to create a ‘soundtrack’ • Warm-ups – PE • Calm sessions – PSHE Focus on a particular style of music for a period of time Display musical posters Sing songs and rhymes for pleasure during the school day Provide musical apps with composing functions Children suggest songs from a variety of styles to listen to.			