



St. Mary's R.C. Primary School

Learn and Grow Together in Christ

Music Curriculum Overview	
Rational	<p>Our music curriculum intends to inspire creativity, self-expression and encourages our children on their musical journeys as well as giving them opportunities to connect with others. We hope to foster a lifelong love of music by exposing them to diverse musical experiences and igniting a passion for music. By listening and responding to different musical styles, finding their voices as singers and performers and as composers, all will enable them to become confident, reflective musicians.</p> <p>'Music is a universal language that embodies one of the highest forms of creativity' (The National Curriculum)</p>
Approach	<p>The aims of our Music curriculum are taught through the Charanga Model Music Curriculum are to develop pupils who:</p> <ul style="list-style-type: none">• Can sing and use their voices individually and in a group.• Create and compose music on their own and with others.• Use technology appropriately when composing.• Have opportunities to learn a musical instrument and play a variety of instruments within lessons.• Understand and explore how music is created, produced and communicated.• Listen to, review and evaluate the work of great composers and musicians from a range of historical periods, genres, styles and traditions.• Enjoy and have an appreciation of a range of different musical styles e.g. Classical, Jazz, Hip Hop, Pop, Rock etc.• Use and understand musical language and include musical features in their own work.• Have different opportunities to take part in performances.



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SEND	Children who are identified as working below ARE may have specific needs which contribute to their difficulty in this area. Where needs are specifically related to a Special Educational Need or Disability, specific and targeted support will be outlined and reviewed through the child's EHCP and/ or Pupil Progress Meetings; elements of which may be recommended by external agencies. It is also important to recognise that children identified as having SEND may not always be the least able in music and could excel in the subject. Pupil's attainment will be assessed in a subject-specific manner and based on their strengths rather than barriers							
Values	Kindness		Tolerance		Friendship	Aiming High	Positivity	
Concepts	Musicianship	Listen and Respond	Singing	Playing instruments	Improvisation and Composition		Performing	
Our curriculum documents for EYFS are planned and sequenced in line with Development Matters and the National Curriculum subjects.								
Reception Curriculum	Autumn		Spring		Spring		Summer	Summer
Topic Titles and Knowledge Outcomes	Charanga unit: Me! -Listening and responding to different styles of music -Embedding foundations of the interrelated dimensions of music -Learning to sing or sing along with nursery rhymes and action songs -Improvising leading to playing classroom instruments		Charanga unit: Everyone -Listening and responding to different styles of music -Embedding foundations of the interrelated dimensions of music -Learning to sing or sing along with nursery rhymes and action songs -Improvising leading to playing classroom instruments		Charanga unit: Our World -Listening and responding to different styles of music -Embedding foundations of the interrelated dimensions of music -Learning to sing or sing along with nursery rhymes and action songs -Improvising leading to playing classroom instruments		-Charanga unit: Big Bear Listening and appraising Funk music -Embedding foundations of the interrelated dimensions of music using voices and instruments -Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs -Playing instruments within the song	Charanga unit: 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.



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	-Share and perform the learning that has taken place	-Share and perform the learning that has taken place	-Share and perform the learning that has taken place	-Improvisation using voices and instruments -Share and perform the learning that has taken place	
Lesson Sequence	Step 1 Step 2 Step 3 Step 4 Step 5 Step 6	Step 1 Step 2 Step 3 Step 4 Step 5 Step 6	Step 1 Step 2 Step 3 Step 4 Step 5 Step 6	Step 1 Step 2 Step 3 Step 4 Step 5 Step 6	Step 1 Step 2 Step 3 Step 4 Step 5 Step 6
Year 1 Curriculum	Autumn	Spring	Spring	Summer	Summer
Topic Titles and Knowledge Outcomes	My musical heartbeat	Exploring sounds	Learning to listen	Having fun with improvisation	Let's perform together
Lesson Sequence	Step 1 Step 2 Step 3 Step 4 Step 5	Step 1 Step 2 Step 3 Step 4 Step 5	Step 1 Step 2 Step 3 Step 4 Step 5	Step 1 Step 2 Step 3 Step 4 Step 5	Step 1 Step 2 Step 3 Step 4 Step 5
Knowledge Capture Task	Step 6 assessment	Step 6 assessment	Step 6 assessment	Step 6 assessment	Step 6 assessment
NC Music Links	Please see the document attached showing National Curriculum links across the Music units.				
Possible endpoints and support for the least able	The key to success in the classroom lies in having appropriate adaptations, accommodations, and modifications made to the curriculum. As some pupils with SEND may need longer to master particular areas of the curriculum, all staff are committed to adapting their teaching and providing tailored or specialised resources to enable pupils with SEND to access the curriculum.				
Cross Curricular Links	<ul style="list-style-type: none"> Counting 				



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	<ul style="list-style-type: none"> • Days of the week • Parts of the body • PSHE • Stories • Shapes • Counting backwards from 10 • Animals from around the world 				
Prior Learning Links	The spiral design of this scheme provides the opportunity for children to be immersed in music-making activities that deepen over the course of the six school years. More specifically, musical elements and concepts that are introduced to young children are continually revisited in more complex and intricate ways as children progress through subsequent year groups. As lessons progress through the units and year groups, key learning is repeated, musical skills are reinforced, and the learning deepens. Children quickly become familiar with the musical activities, through which they acquire new, or reinforce previous, musical knowledge and understanding.				
Year 2 Curriculum	Autumn	Spring	Spring	Summer	Summer
Topic Titles and Knowledge Outcomes	Pulse, rhythm and pitch	Inventing a musical story	Recognising different sounds	Exploring improvisation	Our big concert
Lesson Sequence	Step 1 Step 2 Step 3 Step 4 Step 5	Step 1 Step 2 Step 3 Step 4 Step 5	Step 1 Step 2 Step 3 Step 4 Step 5	Step 1 Step 2 Step 3 Step 4 Step 5	Step 1 Step 2 Step 3 Step 4 Step 5
Knowledge Capture Task	Step 6 assessment	Step 6 assessment	Step 6 assessment	Step 6 assessment	Step 6 assessment
NC Music Links	Please see the document attached showing National Curriculum links across the Music units.				
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Cross Curricular Links	<ul style="list-style-type: none"> • The importance of communication 				



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	<ul style="list-style-type: none"> • Working and playing together • Stories • Caring about other people • Music from different parts of the world • Playing in a band together • Nature: the sun • Identity and accepting one another
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Year 3 Curriculum	Autumn	Spring	Spring	Summer	Summer
Topic Title and Knowledge Outcomes	Writing music down	Composing using your imagination	More musical styles	Enjoying improvisation	Opening night
Lesson Sequence	Step 1 Step 2 Step 3 Step 4 Step 5	Step 1 Step 2 Step 3 Step 4 Step 5	Step 1 Step 2 Step 3 Step 4 Step 5	Step 1 Step 2 Step 3 Step 4 Step 5	Step 1 Step 2 Step 3 Step 4 Step 5
Knowledge Capture Task	Step 6 assessment	Step 6 assessment	Step 6 assessment	Step 6 assessment	Step 6 assessment
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Cross Curricular Links	<ul style="list-style-type: none"> • Your place in your family • Making friends and understanding each other • Using your imagination • Life in different countries • The way people lived • Families • Nature, the environment • Connections with the past
Prior Learning Links	The spiral design of this scheme provides the opportunity for children to be immersed in music-making activities that deepen over the course of the six school years. More specifically, musical elements and concepts that are introduced to young children are continually revisited in more complex and intricate ways as children progress through subsequent year groups. As lessons progress through the units and year groups, key learning is repeated, musical skills are reinforced, and the learning deepens. Children quickly become familiar with the musical activities, through which they acquire new, or reinforce previous, musical knowledge and understanding.

Year 4 Curriculum	Autumn	Spring	Summer
Topic Titles and Knowledge Outcomes	Ukulele	Ukulele	Ukulele
Lesson Sequence	Lessons are taught by Lancashire Music Service, an external music provider.		
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Cross Curricular Links	<ul style="list-style-type: none"> • Science - sound
Trip and Visitors	<ul style="list-style-type: none"> • Visit to local community group to perform.
Prior Learning Links	The spiral design of this scheme provides the opportunity for children to be immersed in music-making activities that deepen over the course of the six school years. More specifically, musical elements and concepts that are introduced to young children are continually revisited in more complex and intricate ways as children progress through subsequent year groups. As lessons progress through the units and year groups, key learning is repeated, musical skills are reinforced, and the learning deepens. Children quickly become familiar with the musical activities, through which they acquire new, or reinforce previous, musical knowledge and understanding.

Year 5 Curriculum	Autumn	Spring	Spring	Summer	Summer
Topic Titles and Knowledge Outcomes	Melody and harmony in music	Composing and chords	Enjoying musical styles	Freedom to improvise	Battle of the bands
Lesson Sequence	Step 1 Step 2 Step 3 Step 4 Step 5	Step 1 Step 2 Step 3 Step 4 Step 5	Step 1 Step 2 Step 3 Step 4 Step 5	Step 1 Step 2 Step 3 Step 4 Step 5	Step 1 Step 2 Step 3 Step 4 Step 5
Knowledge Capture Task	Step 6 assessment	Step 6 assessment	Step 6 assessment	Step 6 assessment	Step 6 assessment
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Cross Curricular Links	<ul style="list-style-type: none"> • Heroes • The solar system • Space • School • Freedom
Trip and Visitors	<ul style="list-style-type: none"> • Visit to local community group to perform.
Prior Learning Links	The spiral design of this scheme provides the opportunity for children to be immersed in music-making activities that deepen over the course of the six school years. More specifically, musical elements and concepts that are introduced to young children are continually revisited in more complex and intricate ways as children progress through subsequent year groups. As lessons progress through the units and year groups, key learning is repeated, musical skills are reinforced, and the learning deepens. Children quickly become familiar with the musical activities, through which they acquire new, or reinforce previous, musical knowledge and understanding.

Year 6 Curriculum	Autumn	Spring	Spring	Summer
Topic Titles and Knowledge Outcomes	Music and technology	Creative composition	Musical styles connect us	Farewell tour
Lesson Sequence	Step 1 Step 2 Step 3 Step 4 Step 5	Step 1 Step 2 Step 3 Step 4 Step 5	Step 1 Step 2 Step 3 Step 4 Step 5	Step 1 Step 2 Step 3 Step 4 Step 5
Knowledge Capture Task	Step 6 assessment	Step 6 assessment	Step 6 assessment	Step 6 assessment
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Cross Curricular Links	<ul style="list-style-type: none">• Understanding feelings• Friendship, kindness and respect• Standing up for democracy and eliminating oppression• Knowing our cultural roots• Engaging to protect and care for our planet earth: ecosystems, recycling, etc
Trip and Visitors	<ul style="list-style-type: none">• Visit to local community group to perform.
Prior Learning Links	The spiral design of this scheme provides the opportunity for children to be immersed in music-making activities that deepen over the course of the six school years. More specifically, musical elements and concepts that are introduced to young children are continually revisited in more complex and intricate ways as children progress through subsequent year groups. As lessons progress through the units and year groups, key learning is repeated, musical skills are reinforced, and the learning deepens. Children quickly become familiar with the musical activities, through which they acquire new, or reinforce previous, musical knowledge and understanding.