



Subject: Music

Curriculum Provision Statement

Inspiring Excellence Our days are always filled with MAGIC

Context

According to Victor Hugo, “ *Music expresses that which cannot be said and on which it is impossible to be silent*”. Inspiration, expression, gumption, motivation and a passion for musical learning. This is what defines our Music Curriculum.

Music calms the wildest beast and heals the soul. As such, our curriculum aspires to use music as a way to overcome the difficulties of today's life, such as rising cost of living, deprivation and the effects of the global pandemic in education. As the famous poet Maya Angelou said: “*Music was my refuge. I could crawl into the space between the notes and curl my back to loneliness*’”, and additionally quoting Berthold Auerbach, “*Music washes away from the soul the dust of everyday life*”. Music has such expressive and calming power, that we wish to embed this in our pupils' life and problem solving skills.

Using a broad and balanced music curriculum, we aim to inspire excellence in our pupils, to fuse within them the diversity of our school and our community, promote British Values and to prepare them for life in Modern Britain and the 21st-century world. Eventually, quoting Bob Marley, “*One good thing about music, when it hits you, you feel no pain*”.

Intent	Implementation	Impact
<p>We aim for our pupils to be well rounded in music, listening, singing and appraising music across a range of historical periods, genres, styles and traditions while at the same time developing their musicality and musicianship. Our goal is for our pupils to receive music as a</p>	<p>The implementation takes place bi-termly using the Music Learning journeys for every term and lessons are taught by a Music Specialist to all year groups from EYFS to year 6. Pupils practise notation, singing and instrument playing, different for each year group while learning and</p>	<p>Our pupils love and enjoy music, they gain in-depth knowledge of various genres of music. Throughout their school journey and by the end of Year 6 pupils are able to improvise/compose simple or complex rhythms or melodies, using various instruments that they learned throughout</p>

<p>universal language of creative communication. We aim for them to increase their notation and music theory skills across all year groups, with clear progression from EYFS to Y6, as well as to be able to communicate effectively with confidence using musical vocabulary, while practising playing and learning different instruments.</p> <p>We want our pupils to be creative, compose, perform and sing their own music, based on their learning (in class lessons and in clubs), using natural or improvised musical instruments, as well as music technology, by applying the inter-related dimensions of music.</p> <p>We aim for them to have a broad understanding of music as a form of art, skill and profession, irrelevant of what path they will follow in their lives.</p>	<p>applying the interrelated dimensions of music. Additionally they apply their music playing skills on different genres of music in each term. All these are differentiated according to the age of the pupils, and any individual needs.</p> <p>Our lessons are based on the Charanga Scheme of music, providing hands-on practice using a variety of musical instruments, music software, as well as music improvisation and singing techniques.</p> <p>We organise performances in school assemblies and participation in various music projects beyond the school to increase our pupils'</p>	<p>the years, either as a solo, or as part of an ensemble. They are also able to use music technology to create, record and edit music and sounds, supporting their skills in music composition, and making them secondary ready.</p> <p>Disadvantaged and SEN pupils develop their music playing and singing skills while using music also as a way to improve their creativity. Pupils participate in various performances (in school and externally) and this continues to raise their confidence in performing as musicians. Their confidence is also enhanced by participation in-school projects and music partnerships such as Newham Music, Iroko Theatre and performances at the Rathbone Marketplace and in local community fairs, as well as on YouTube music projects.</p>
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Subject Coverage

	Autumn	Spring	Summer
<p>Nursery</p>	<p><u>Handheld Percussion on nursery rhymes</u></p> <ul style="list-style-type: none"> Learn to sing nursery rhymes and action songs. Participate in musical activities that embed pulse, rhythm and pitch Understanding how to hold properly and play given instruments 	<p><u>Handheld Percussion on nursery rhymes</u></p> <ul style="list-style-type: none"> Learn to sing nursery rhymes and action songs. Participate in musical activities that embed pulse, rhythm and pitch Able to play the pulse of a song 	<p><u>Handheld Percussion on Carnival Music (country of choice) and Carnival preparation</u></p> <ul style="list-style-type: none"> Listening and appraising Carnival music Embedding foundations of the interrelated dimensions of music using voices and instruments (pulse, rhythm and pitch)

	<p>Links to EYFS curriculum (Development Matters):</p> <p>ELG: Being Imaginative and Expressive <i>- 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.</i></p>		
<p>Reception</p>	<p><u>Handheld Percussion on nursery rhymes</u></p> <ul style="list-style-type: none"> • Learn to sing nursery rhymes and action songs. • Participate in musical activities that embed pulse, rhythm and pitch • Understanding how to hold properly and play given instruments 	<p><u>Handheld Percussion on nursery rhymes</u></p> <ul style="list-style-type: none"> • Learn to sing nursery rhymes and action songs. • Participate in musical activities that embed pulse, rhythm and pitch • Able to play the pulse and rhythm of a song 	<p><u>Handheld Percussion on Carnival Music (country of choice) and Carnival preparation</u></p> <ul style="list-style-type: none"> • Listening and appraising Carnival music • Embedding foundations of the interrelated dimensions of music using voices and instruments (pulse, rhythm and pitch) • Riff improvisation on a given song using handheld percussion
	<p>Links to EYFS curriculum (Development Matters):</p> <p>ELG: Being Imaginative and Expressive <i>- 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.</i></p>		
<p>Year 1</p>	<p><u>Hip Hop Music/Christmas Performance</u></p> <ul style="list-style-type: none"> • Learning about and singing Hip Hop music • Learning and playing the Glockenspiel to Hip Hop music (notation: C,D crochet, minim) • Learning about duration and tempo 	<p><u>Bossa Nova music Music</u></p> <ul style="list-style-type: none"> • Learning about and singing Bossa nova music. • Learning and playing the Glockenspiel to Bossa Nova music (notation: C,D,E, crochet, minim) 	<p><u>Carnival Music (country of choice) and Carnival preparation</u></p> <ul style="list-style-type: none"> • Understanding Carnival music • Learning and playing the Glockenspiel to ancient music (notation: C,D,E,F crochet, minim)
<p>NC reference: The following are applied in all terms with increased complexity</p>			

	<ul style="list-style-type: none"> • Use their voices expressively 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. • Make and combine sounds using the inter-related dimensions of music. 		
Year 2	<u>Reggae Music/Christmas Performance</u> <ul style="list-style-type: none"> • Learning about and singing Reggae music • Learning and playing the Glockenspiel to Reggae music (notation: C,D,E, F, crochet, minim) 	<u>Pop Music</u> <ul style="list-style-type: none"> • Learning about and singing Pop music • Learning about dynamics • Learning and playing the Glockenspiel to Pop music (notation: C,D,E, F G, crochet, minim, and rests) 	<u>Carnival Music (country of choice) and Carnival preparation</u> <ul style="list-style-type: none"> • Introduction to Carnival music • Learning about timbre • Learning and playing the Glockenspiel to Mediaeval music (notation: C,D,E, F,G,A crochet, minim, and rests) • Music improvisation on the glockenspiel using all taught notes
<p>NC reference: The following are applied in all terms with increased complexity</p> <ul style="list-style-type: none"> • Use their voices expressively 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. • Make and combine sounds using the inter-related dimensions of music. 			
Year 3	<u>Disco music/Christmas Performance</u> <ul style="list-style-type: none"> • Learning about and singing Disco music • Learning and playing the Glockenspiel in Disco music (notation: C,D,E, F, crochet, minim, quaver) 	<u>R'n'B Music</u> <ul style="list-style-type: none"> • Learning about and singing R'n'B music • Learning and playing the Glockenspiel in R'n'B music (notation: C,D,E, F, G, A, crochet, minim, quaver, semibreve) 	<u>Carnival Music (country of choice) and Carnival preparation</u> <ul style="list-style-type: none"> • Learning about Carnival music • Learning and playing the Glockenspiel in Renaissance and Baroque Music (notation: C,D,E, F, G, A, B crochet, minim, quaver, semibreve and rests) • Music improvisation on the glockenspiel using all taught notes

	<p>NC reference:</p> <ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression. • Listen with attention to detail and recall sounds with increasing aural memory. • Use and understand the basics of the stave and other musical notations. • Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers 		<p>NC reference:</p> <ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression. • Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers • Develop an understanding of the history of music • Improvise and compose music using the inter-related dimensions of music separately and in combination
<p>Year 4</p>	<p><u>Country Music / Christmas Performance</u></p> <ul style="list-style-type: none"> • Learning about and singing Country music songs • Learning and playing the Ukulele in country music (C, F, and G chord) <p>NC reference:</p> <ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression. • Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers 	<p><u>Soul Music</u></p> <ul style="list-style-type: none"> • Learning about and singing Soul music • Learning and playing the Ukulele in Soul music (C, D, E, F notes) <p>NC reference:</p> <ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression. • Listen with attention to detail and recall sounds with increasing aural memory. • Use and understand the basics of the stave and other musical notations. • Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers 	<p><u>Carnival Music (country of choice) and Carnival preparation</u></p> <ul style="list-style-type: none"> • Learning about Carnival Music • Learning and playing the Ukulele in Carnival music, (C, D, E, F, G, A and B notes and C, F, G, A, Am and Em chords) • Music improvisation on the Ukulele, using the above mentioned notes <p>NC reference:</p> <ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression. • Listen with attention to detail and recall sounds with increasing aural memory. • Use and understand the basics of the stave and other musical notations. • Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers • Develop an understanding of the history of music

			<ul style="list-style-type: none"> • <i>Improvise and compose music using the inter-related dimensions of music separately and in combination</i>
Year 5	<p><u>Rock Music/Christmas Performance</u></p> <ul style="list-style-type: none"> • Learning about and singing Rock music • Learning and playing the notes C, D, E on the keyboard to accompany Rock music <p>NC reference:</p> <ul style="list-style-type: none"> • <i>Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.</i> • <i>Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers</i> • <i>Improvise and compose music using the inter-related dimensions of music separately and in combination</i> 	<p><u>Jazz Music</u></p> <ul style="list-style-type: none"> • Learning about and singing Jazz music • Learning about structure and texture in music • Learning and playing the notes C, D, E, F, and G on the keyboard, and their chords to accompany Jazz music <p>NC reference:</p> <ul style="list-style-type: none"> • <i>Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.</i> • <i>Listen with attention to detail and recall sounds with increasing aural memory.</i> • <i>Use and understand the basics of the staff and other musical notations.</i> • <i>Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers</i> 	<p><u>Carnival Music (country of choice) and Carnival preparation</u></p> <ul style="list-style-type: none"> • Learning about Carnival Music • Music improvisation/ composition using the keyboard • Learning about music scales, sharps and flats • Learning and playing the notes C, D, E, F, G, A and B on the keyboard, and their chords to accompany Carnival music <p>NC reference:</p> <ul style="list-style-type: none"> • <i>Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.</i> • <i>Listen with attention to detail and recall sounds with increasing aural memory.</i> • <i>Use and understand the basics of the staff and other musical notations.</i> • <i>Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers</i> • <i>Develop an understanding of the history of music</i> • <i>Improvise and compose music using the interrelated dimensions of music separately and in combination</i>
Year 6	<p><u>Motown/Pop Music/Christmas Performance</u></p>	<p><u>English Folk Music / junk percussion</u></p> <ul style="list-style-type: none"> • Learning about and singing 	<p><u>Music Technology and Carnival Music (country of choice) and Carnival preparation</u></p>

- Learning about and singing Motown/Pop Music
- **Learning and playing hand percussion (djembes, bongos) in Motown/Pop music**
- Learning rhythmic notation

NC reference:

- *Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.*
- *Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers*
- *Develop an understanding of the history of music*

English Folk music

- **Learning about and creating junk percussion to accompany English Folk music**
- Learning and playing hand percussion (djembes, bongos) in English folk music

NC reference:

- *Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.*
- *Listen with attention to detail and recall sounds with increasing aural memory.*
- *Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers*
- *Develop an understanding of the history of music*
- *Improvise and compose music using the interrelated dimensions of music separately and in combination*

- Learning about Music Technology and Carnival Music
- Music composition with Music software (Bandlab, Cubase or similar)
- Recording tuned and untuned instruments for song creation
- **Playing hand percussion (djembes, bongos, junk percussion) for music technology and to accompany Carnival music**

NC reference:

- *Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.*
- *Listen with attention to detail and recall sounds with increasing aural memory.*
- *Use and understand the basics of the staff and other musical notations.*
- *Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers*
- *Develop an understanding of the history of music*
- *Improvise and compose music using the interrelated dimensions of music separately and in combination*

Enrichment/Cultural Capital

- Promote music as a universal language, that anyone can "speak", sing or play, irrelevant of their origin or beliefs.
- Use of a multicultural range of music topics
- Give opportunities to pupils to express themselves to their class or in a performance and inspire others.
- Real life link to music professionals, external agencies and music producers.

- Participating in in-school and external performances and visiting music venues.

After school clubs:

- Choir & Orchestra club
- Film and YouTube club

Workshops with external agencies and music industry professionals:

- Iroko Theatre (African drumming)
- Trinity Laban Conservatoire of Music and Dance
- The Longest Johns

Nursery Essential Knowledge	Reception Essential Knowledge
<p>Can sing at least 3-4 nursery rhymes. Able to participate in/ perform musical activities that embed pulse, rhythm and pitch Able to play the pulse and rhythm of a song</p>	<p>Can sing at least 4-5 nursery rhymes. Can describe in simple words what is Carnival music Able to participate in/ perform musical activities that embed pulse, rhythm and pitch Able to play the pulse and rhythm of a song Can create a riff improvisation to a given song</p>
Year 1 Essential Knowledge	Year 2 Essential Knowledge
<p>Can read and play the C,D,E,F notes on the glockenspiel Can improvise using the above mentioned notes Can talk about Hip Hop, Bossa Nova and Carnival music Can sing with accurate pitch and by projecting their voice Can play and count crotchets</p>	<p>Can read and play the C,D,E,F, G and A notes on the glockenspiel Can improvise using the above mentioned notes Can talk about Reggae, Pop and Carnival music Can sing with accurate pitch and by projecting their voice Understands what is dynamics in music Can play and count crotchets and minims</p>
Year 3 Essential Knowledge	Year 4 Essential Knowledge
<p>Can read and play all the notes C to B on the glockenspiel Can improvise using the above mentioned notes Can talk about Disco, R'n'B and Carnival music Can sing with accurate pitch and by projecting their voice Understands what is pulse, rhythm, pitch, tempo, dynamics, timbre and</p>	<p>Can read and play all the notes C to B on the ukulele Can improvise using the above mentioned notes Can at least play the C and F chord on the Ukulele Can talk about Country, Soul and Carnival music Can sing with accurate pitch and by using singing techniques (posture.</p>

<p>duration in music Can play and count crotchets, minims, quavers, and semibreves.</p>	<p>open mouth, diaphragm)</p>
<p>Year 5 Essential Knowledge</p>	<p>Year 6 Essential Knowledge</p>
<p>Can read and play all the notes C to B on the keyboard Can improvise/compose melody using the above mentioned notes on the keyboard Able to talk about Rock, Jazz and Carnival music Understands what are music scales as well as what is sharp and flat in music notation Can sing with accurate pitch and by using singing techniques (posture. open mouth, diaphragm) Understands what is structure and texture in music</p>	<p>Can play the djembes, bongos and other hand drums to accompany a given song, using drumming techniques Can create rhythm or melody using junk percussion or any object(s) Can use a music software (DAW) to record, edit and create/produce music Can use at least simple/basic rhythmic notation to create a rhythm Can talk about Motown/Pop , English Folk and Carnival music. Can sing with accurate pitch and by using singing techniques (posture. open mouth, diaphragm)</p>