



Music

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.

Our curriculum aims are:

- 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.

Implementation

All of the children in Key Stages 1 and 2 at Kings Heath Primary school take part in regular singing sessions with a highly skilled vocal coach where they develop skills and understanding in all key areas of music. These lessons are supplemented by units of work from the Charanga scheme where children, in class, continue to develop in the key areas of music, including learning to play glockenspiels. Children are given the chance to perform with regularity to each other and in larger events through class assemblies, the production put on by Year 6 at the end of year and for festivals such as Christmas.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R	Singing Exploring and using media and materials: children sing songs, make music and dance, and experiment with ways of changing them.	Singing Use their voices expressively and creatively by singing songs and speaking chants and rhymes	Exploring and using media and materials: children sing songs, make music and dance, and experiment with ways of changing them.	Exploring and using media and materials: children sing songs, make music and dance, and experiment with ways of changing them.	Exploring and using media and materials: children sing songs, make music and dance, and experiment with ways of changing them.	Being imaginative: represent their own ideas, thoughts and feelings through design and technology, art, music, dance , role-play and stories
Y1	Singing	Singing	Singing	Charanga unit <i>In The Groove</i> Blues, Latin, Baroque, Bhangra, Funk	Singing	Charanga unit <i>Round and Round</i> Latin Bossa Nova, Film Music, Big Band Jazz, Mash-up, Latin Fusion
Y2			Charanga unit <i>Hands, Feet, Heart</i> South African styles	Singing	Charanga unit <i>Friendship Song</i> Pop, Soul, Film, Musicals	Singing
Y3	Singing	Singing	Singing	Charanga unit <i>Glockenspiel Stage 1</i> Learning basic instrumental skills by playing in various styles	Singing	Charanga unit <i>Three Little Birds</i> Reggae
Y4	Charanga unit <i>Glockenspiel Stage 2</i> Learning basic instrumental skills by playing in various styles			Singing		Charanga unit <i>Blackbird</i> The Beatles/Civil Rights
Y5	Singing	Singing	Singing	Charanga unit <i>Make You Feel My Love</i> Pop Ballads	Singing	Charanga unit <i>Fresh Prince of Bell Air</i> Hip Hop
Y6			Charanga unit <i>Music and Me</i> Contemporary Music and Identity			Singing

Please note that the timings of each element of the curriculum may change but the intention is that all aspects will be covered over the course of an academic year.

Glockenspiels to be used as tuned instruments in Charanga units.

Impact

Objectives showing progression through singing sessions

<p>Year 1 and 2</p>	
<ul style="list-style-type: none"> · To use different vocal tones and develop their singing voice · To begin to establish tone and diction when singing · To establish my turn/your turn gestures and develop anticipation · To develop internal pulse in performance · To develop an awareness of phrase · To sing with others · To control pitch with increasing accuracy · To develop understanding of the expressive elements, eg timbre, dynamics, tempo · To develop confidence in changing dynamics and tempo when singing · To begin to understand how to express the meaning of songs · To establish understanding of beat and rhythm · To establish awareness of stick notation for rhythm (crotchet, crotchet rest, quaver, minim) · To associate music making as a fun, team and expressive activity · To introduce focussed listening/shared repertoire and discuss as a group what they hear using musical language. 	<ul style="list-style-type: none"> · To develop physical response to music · I can make different sounds with me voice and sing simple songs · My words are clear when I sing · I can listen to my teacher sing and copy back phrases in time · I can 'feel' the beat · I know the right place to breathe when I am singing · I am able to control how high or low my voice sounds · I understand when music is loud/quiet, fast/slow, bumpy or smooth · I recognise different feelings in music- e.g.cheerful, sad, calm, excited · I can keep the beat and tap out rhythms · I can perform crotchets, crotchet rests, quavers and minims and explain the value of each · I enjoy making music in school as part of a team · I can express myself through music · I can say what music I like/don't like and explain why
<p>Year 3 and 4</p>	
<ul style="list-style-type: none"> · To develop control of voice, singing with a clear sound and correct breathing · To develop accurate tuning · To develop quality of diction and tone when singing · To sing with an awareness of phrase · To begin to control the expressive elements, eg timbre, dynamics, tempo · To develop ability to sing in more than one part (partner songs and rounds) · To use musical anticipation when learning songs and games · To use expression · To increase awareness of internal pulse · To use internal pulse when singing songs and playing games · To know the difference between beat and rhythm · To develop/ build ability to read stick rhythm notation (Crotchet, crotchet rest, quaver, semi-quaver, minims) · I can use posture and breath control to help myself sing clearly · I can control how I change the pitch of my voice · I can sing with clear diction and a sustained sound 	<ul style="list-style-type: none"> · I can identify phrases in music to give my performance shape · I can control how loudly, quickly I sing and give character to my voice · I can 'feel' the right place to sing by listening and responding to the beat · I can sing using different character in my voice · I understand the difference between beat and rhythm · I can confidently read and perform crotchets, crotchet rests, quavers, semi-quavers and minims · I can perform polyrhythms · To perform simple poly-rhythms · To identify learnt rhythms in simple game songs · To describe, evaluate and improve on what they hear and perform · To associate music making as a fun, team and expressive activity. · To control physical response to music · I can find rhythm patterns in the songs I sing · I evaluate music using musical language · I enjoy making music in school as part of a team
<p>Year 5 and 6</p>	
<ul style="list-style-type: none"> To control voice, singing with a clear sound and correct breathing · To sing with accurate tuning · To sing with clear diction and tone · To sing with a clear sense of musical phrasing and breath control · To control the expressive elements, eg timbre, dynamics, tempo · To develop ability to sing in more than one part (more complex partner songs and rounds, songs with harmonies) · To use musical anticipation when learning songs and games · To use expression with intent · To use strong sense of internal pulse for all music making · To use internal pulse when singing songs and playing games · To know the difference between beat and rhythm · To confidently read stick rhythm notation (Crotchet, crotchet rest, quaver, semi-quaver, mimim) · To create and perform increasingly complex poly-rhythms · To identify learnt rhythms in simple game songs 	<ul style="list-style-type: none"> · To describe, evaluate and improve on what they hear and perform · To associate music making as a fun, team and expressive activity. · I can sing with good posture, breath control and diction · I can sing with accurate tuning · I understand how breath control aids phrasing and use this knowledge to perform · I can change the way I sing to express different moods and characters · I can maintain my own part in a piece with multiple lines · I use musical anticipation to stay in time and perform confidently · I think about the expression and character of a song and use this knowledge to aid my performance · I can read crotchets, crotchet rests, quavers, semi-quavers, minims and syncopated rhythms and identify them in known songs. · I can perform polyrhythms · I can confidently use musical language to describe and evaluate music I hear and perform · I enjoy making music at school as part of a team

