



# Music Curriculum Overview

## Fulwood and Cadley Primary School

### The national curriculum purpose of study for 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.

### Aims

#### The national curriculum for Music aims to ensure that all pupils:

- 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.

### Music: School Statement of Intent

The National Curriculum for music aims to ensure that all children:

- perform, listen to, review and evaluate music
- be taught to sing, create and compose music
- understand and explore how music is created, produced and communicated

At Fulwood and Cadley, we understand that music can play an important role in the personal, social and emotional development of our children, allowing them to grow into confident individuals; inspiring enjoyment of music, creativity, personal expression and a greater appreciation of themselves and the world in which they live. It is our aim for every child to develop their skills as an individual and confidently embed a solid musical foundation with singing and performance at the heart of everything we do. We strive to provide our children with a variety of musical experiences; introducing them to an eclectic range of music from across history, styles, traditions and genres to allow them to foster an appreciation, understanding and personal preference for the music that they experience both live and recorded, appraise, compose and perform. Through links with the Lancashire Music Service and specialist Music Teachers in school, all children in KS2 have the opportunity to learn to play an instrument and develop their skills and talents as musicians.

# Music Whole School Curriculum Map

## Lancashire - Charanga Music Scheme

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 1 - EYFS	Class Topic/Cross Curricular Links	Traditional Tales	Me & Christmas	Winter	Space	People who help us	Minibeasts
	Additional coverage	Resources from Lancashire Music Hub, Sing Up and Singing Sherlock to support singing, listening and appraising and early compositions skills.					
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 2 EYFS/ Year 1	Units to be covered from the Lancashire Music Hub to be taught as a discrete lesson	Me!	Christmas Production Songs	Rhythm in the way we walk and The Banana Rap	Our World	Big Bear Funk	Reflect, rewind and replay
	Additional coverage to develop & embed skills and support cross curricular links	<b>Resources:-</b> Lancashire Music hub, Singing Sherlock, Sing Up, BBC Bring the Noise, 100 classical pieces ABRSM <b>Focus continent:</b> Antarctica (music that reflects the area and 'cold' eg Frozen, Peter and the Wolf, march of the penguins, explore sounds for warm and cold sounds) <b>Main instrument focus:</b> Voice & untuned percussion instruments					
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 3 Year 1	Units to be covered from the Lancashire Music Hub to be taught as a discrete lesson	Hey You!	Christmas Production Songs	In the groove	Round and Round	Your Imagination	Reflect, rewind and replay
	Additional coverage to develop & embed skills and support cross curricular links	<b>Resources:-</b> Lancashire Music hub, Singing Sherlock, Sing Up, BBC Bring the Noise, 100 classical pieces ABRSM. <b>Focus country:</b> Africa/Madagascar/Kenya (instruments from area, songs/music from area, composers from area) <b>Main instrument focus:</b> Voice & untuned percussion instruments					
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 4 Year 2	Units to be covered from the Lancashire Music Hub to be taught as discrete lesson	Hands, Feet, Heart	Christmas Production Songs	I wanna play in a band	Zoo Time	Friendship Song	Reflect, rewind and replay
	Additional coverage to develop & embed skills and support cross curricular links	<b>Resources:-</b> Lancashire Music hub, Singing Sherlock, Sing Up, BBC Bring the Noise, 100 classical pieces ABRSM. <b>Focus country:</b> Brazil (instruments from South America, songs/music from Brazil, composers from Brazil) <b>Main instrument focus:</b> Voice & untuned percussion instruments					

<b>Class 5</b> <b>Year 2 and 3</b>		<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	Units from the Lancashire Music Hub to be taught as discrete lesson	<b>Let your spirit fly</b>	<b>Glockenspiel 1</b>	<b>Three Little Birds</b>	<b>The Dragon Song</b>	<b>Bringing us together</b>	<b>Reflect, rewind and replay</b>
	Additional coverage to develop & embed skills and support cross curricular links	<b>Resources:-</b> Lancashire Music hub, Singing Sherlock, Sing Up, BBC Bring the Noise, 100 classical pieces ABRSM. <b>Focus country: Australia</b> (Australian instruments, songs from Australia, Australian composers) <b>History of music</b> – listen to music from different periods of time throughout the year in order (medieval, renaissance, baroque, classical, romantic, 20 <sup>th</sup> century, modern day) <b>Main instrument focus:</b> Voice, glockenspiels and untuned percussion					
		<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Class 6 – Year 3</b>	Units from the Lancashire Music Hub to be taught as discrete lesson	<b>Recorder 1</b> Blown away recorder 1 Lancs.ngfl		<b>What a voice!</b> Developing singing skills	<b>The orchestra &amp; instrumental families</b>	<b>Back to the future</b> Introduction to the history of music	<b>Glockenspiel 1</b>
	Additional coverage to develop & embed skills and support cross curricular links	<b>Resources:-</b> Lancashire Music hub, Singing Sherlock, Sing Up, BBC Bring the Noise, 100 classical pieces ABRSM. <b>Focus country:- Italy</b> (Italian instruments, songs from Italy, Italian composers) <b>History of music:</b> Introduction to the different periods of music <b>Main Instrument focus:</b> Voice, recorder and glockenspiel					
		<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Class 7</b> <b>Year 4</b>	Music to be taught by music teacher from Lancashire music service	<b>Mama Mia</b>	<b>Glockenspiel</b>	<b>Stop!</b>	<b>Lean On Me</b>	<b>Blackbird</b>	<b>Reflect, Rewind and Replay</b>
	Additional coverage to develop & embed skills and support cross curricular links	<b>Resources from -</b> Lancashire Music hub, Singing Sherlock, Sing Up, BBC trailblazers, 100 classical pieces ABRSM. <b>Focus country: Africa/Egypt</b> (African instruments, songs from Africa, African music and composers) <b>History of music focus:</b> Explore composers from different periods of music and place on a timeline <b>Main instrument focus:</b> Glockenspiel, recorder & voice					
		<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Class 8</b> <b>Years 4 and 5</b>	Lessons to be taught by Music Lead	<b>Greece</b> BBC Radio Time & Tune Persophone	<b>Recorder 2</b> Lancashire Music Hub Recorder course	<b>China</b> <i>Exploring Chinese music and instruments. Composing using pentatonic scale</i>	<b>Space</b> <i>The work of John Williams BBC Trailblazers – Dr Who</i>	<b>A United Kingdom</b> <i>Music History of British Composers</i>	<b>Glockenspiel 2</b>
	Additional coverage to develop & embed skills and support cross curricular links	<b>Resources -</b> Lancashire Music hub, Singing Sherlock, Sing Up, BBC trailblazers, 100 classical pieces ABRSM. <b>Focus continent/counties: Europe/ Greece</b> (see Autumn 1) & <b>China</b> (See Spring 1) <b>History of music:</b> Explore composers from different periods of music and place on a timeline <b>Main instrument focus:</b> Voice, recorder and glockenspiel					

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Class 9 Year 5</b>	Units from the Lancashire Music Hub to be taught as discrete lesson	<b>Living on a prayer</b>	<b>Classroom Jazz 1</b>	<b>Make you feel my love</b>	<b>The fresh prince of Bel Air</b>	<b>Dancing in the street</b>	<b>Reflect, rewind and replay</b>
	Additional coverage to develop & embed skills and support cross curricular links	<b>Resources</b> - Lancashire Music hub, Singing Sherlock, Sing Up, BBC trailblazers, 100 classical pieces ABRSM. <b>Focus continent/country: South America / Mexico</b> (music from the area, instruments linked to area, focus composers) <b>History of music focus:</b> Focus on all periods of music in more detail and identify main characteristics of each era <b>Main instrument focus:</b> Voice, glockenspiel					
		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Class 10/11 Year 6</b>	Units from the Lancashire Music Hub to be taught as discrete lesson	<b>Happy</b>	<b>Classroom Jazz 2</b>	<b>A new year Carol</b>	<b>You've got a friend</b>	<b>New Unit- Women in music</b>	<b>Reflect, rewind and replay</b>
	Additional coverage to develop & embed skills and support cross curricular links	<b>Resources:</b> Lancashire Music hub, Singing Sherlock, Sing Up, BBC trailblazers, 100 classical pieces ABRSM. <b>Focus continent/country: North America</b> (music from the area, instruments linked to area, focus composers) <b>&amp; Europe/ Scandinavia</b> (music from the area, instruments linked to area, focus composers) <b>History of music:</b> Focus on all periods of music in more detail and identify main characteristics of each era <b>History of music:</b> Study the songs of WW2, their origin and the stories behind them. Compose your own WW2 song and perform. <b>Main instrument focus:</b> Voice & Glockenspiel					

## Lancashire Assessment in Music

### End of Year Expectations

	Performing	Listening and Reviewing	Creating and Composing	Understanding and Exploring	Inter-related Dimensions (pitch, duration, dynamics, tempo, timbre, texture, structure)
<b>Year 1</b>	<ul style="list-style-type: none"> <li>✓ Rehearse and perform with others, using untuned instruments and voices to sing songs, speak chants and rhymes.</li> <li>✓ Perform with confidence cumulative songs (<i>songs with a simple melody that changes each verse</i>).</li> </ul>	<ul style="list-style-type: none"> <li>✓ Understand how sounds can be made in different ways and described using given and invented signs and symbols.</li> <li>✓ Listen to contrasting songs (such as lullabies and dance / up-tempo) with concentration, remembering specific instrumental names and sounds.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Experiment with creating and copying musical patterns.</li> <li>✓ Begin to explore the sounds of their voices and various musical instruments, recognising the differences between singing and speaking and wood, metal, skin (<i>drum</i>) and 'shaker' sounds.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Begin to explore their feelings about music using movement, dance and expressive language.</li> <li>✓ Develop an understanding that music has been composed throughout history.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Identify high and low pitches, sounds of long and short duration and recognise the difference between long and short sounds.</li> <li>✓ Identify silence and sounds that are loud and quiet and the differences between fast and slow speeds.</li> </ul>
<b>Year 2</b>	<ul style="list-style-type: none"> <li>✓ Play tuned and untuned instruments.</li> <li>✓ Use their voices expressively to rehearse and perform with others, recognising a song with an accompaniment (<i>instrumental backing</i>) and one without.</li> <li>✓ Can start and finish together and can keep to a steady pulse.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Listen with concentration to music of a longer duration and recognise simple structures (for example, a beginning, middle and end).</li> <li>✓ Understand that music can be used for particular purposes and occasions.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Experiment with creating their own musical patterns and begin to identify one strand (<i>section</i>) of music or more.</li> <li>✓ Begin to improve their own and others' work.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Recognise and match sounds with pictures of different instruments.</li> <li>✓ Explore a variety of vocal qualities through singing and speaking.</li> <li>✓ Begin to use onomatopoeia sound words to describe selected sounds and the ways in which they are produced.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Recognise the difference between a steady beat and no beat and identify sections within a piece of music which sound the same or different.</li> <li>✓ Understand that tempo means speed, and identify the tempo of music as fast, moderate, slow, getting faster or getting slower.</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>✓ Sing songs (also imitating melody patterns as an echo), speak chants and rhymes in unison, with clear diction, control of pitch and musical expression presenting performances with an awareness of the audience.</li> <li>✓ Play tuned and untuned instruments with increasing control and rhythmic accuracy, responding through gestures or movement to changes in the speed of the beat.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Listen with extended concentration and begin to express their opinion on a range of live and recorded music.</li> <li>✓ Explain their ideas and feelings about music using movement, dance and expressive language.</li> <li>✓ Begin to understand how music can be organised to communicate different moods and effects (e.g. listening to loud and fast music will create a different feeling to slow and quiet).</li> </ul>	<ul style="list-style-type: none"> <li>✓ Begin to improvise and develop rhythmic and melodic material when composing, improving their own and others' work in relation to its intended effect.</li> <li>✓ Begin to create and combine a variety of the inter-related dimensions when composing (e.g. composing using both dynamics and tempo).</li> </ul>	<ul style="list-style-type: none"> <li>✓ Explore and compare sounds of groups of musical instruments, identifying the differences between them, e.g. strings, woodwind, orchestra, rock band etc.</li> <li>✓ Begin to explore the history of music, understanding that time and place can influence how and why music is created, performed and heard.</li> <li>✓ Explore music from a culture different to their own.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Understand that dynamics means volume and can recognise various different levels.</li> <li>✓ Understand that texture refers to the difference between thick (<i>many sounds</i>) and thin (<i>few</i>) layers of sounds.</li> <li>✓ Experience how music can be produced in different ways, including through ICT, and described through relevant established and invented notations.</li> </ul>

		<ul style="list-style-type: none"> <li>✓ Determine upwards and downwards</li> <li>✓ direction in pitch when listening and reviewing music.</li> </ul>			
<b>Year 4</b>	<ul style="list-style-type: none"> <li>✓ Sing solo songs demonstrating call and response form, speak chants and rhymes in unison with clear diction, control of pitch, a sense of phrase and musical expression.</li> <li>✓ Identify contrasting sections of a song, such as the verse and refrain (chorus).</li> </ul>	<ul style="list-style-type: none"> <li>✓ Review their own ideas and feelings about music using art, movement, dance, expressive language and musical vocabulary.</li> <li>✓ Understand that time and place can influence how and why music is created, performed and heard. Listen to and review music from a culture different to their own.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Improvise and develop rhythmic and melodic material when composing.</li> <li>✓ Experiment with gestures to show the overall contour of the pitch of a melody as it moves upwards, downwards or stays the same.</li> <li>✓ Combine a variety of musical elements when composing using staff and other musical notations.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Explore and compare sounds from the different instrumental families (percussion, woodwind, brass, string), name a variety of instruments.</li> <li>✓ Hear in a piece of music, refer to and compare the different sounds instruments make as their tone colour such as brassy, wooden and metallic.</li> <li>✓ Sequence various famous composers on a timeline.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Identify through gestures such as clapping or using percussion, the strong / first beat whilst singing.</li> <li>✓ Keep a steady beat and maintain rhythmic accuracy holding their own beat against another contrasting part.</li> <li>✓ Recognise pitch movement by step, leaps or as repeats.</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>✓ Independently sing songs, speak chants and rhymes in unison and two parts, with increasing clear diction, control of pitch, a sense of phrase and musical expression.</li> <li>✓ Perform a variety of repeated rhythmic patterns (ostinato) on percussion instruments.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Begin to make suggestions of how the inter-related dimensions can be enhanced within musical structures to communicate different moods and effects (e.g. <i>how can the tempo be changed to create excitement?</i>)</li> <li>✓ Demonstrate a better understanding of the history of music. Begin to make appropriate suggestions of suitable pieces for music for various occasions.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Improvise and develop a wider range of rhythmic and melodic material when composing.</li> <li>✓ Choose, combine and organise a variety of the inter-related dimension of musical elements when composing with staff and other musical notations, such as graphic scores and / or using ICT.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Begin to explore and compare a variety of contrasting sounds, recognising where the texture (thick (<i>many sounds</i>) and thin (<i>few</i>) layers of sound) varies in a song or piece of music.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Recognise a musical phrase is like a musical sentence and can identify its duration as short or long.</li> <li>✓ Can identify a silence in a rhythmic pattern with a gesture such as raised hand.</li> <li>✓ Begin to use various Italian musical terms such as <i>crescendo</i>, <i>diminuendo</i>, <i>forte</i> and <i>piano</i>.</li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>✓ Independently sing songs, speak chants and rhymes in unison and two parts, with confident clear diction, control of pitch, a sense of phrase and musical expression.</li> <li>✓ Practise, rehearse and present a variety of solo and ensemble performances with confidence and awareness of the audience.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Know that time and place can influence the way music is created, performed and heard. Can make informed suggestions of suitable pieces of music for various occasions.</li> <li>✓ Develop a better understanding of the history of music. Begin to investigate the different eras of music.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Improvise with their voice or on a musical instrument both solo and ensemble to develop a wide range of rhythmic and melodic material when composing.</li> <li>✓ Can compose for different moods and use dynamic levels such as accents (<i>sudden loud or sudden quiet notes</i>).</li> </ul>	<ul style="list-style-type: none"> <li>✓ Explore and compare a variety of sounds in a piece of music, identifying the prominent melodies.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Recognise a metre (the way in which beats are grouped) of three (such as in a Waltz) or four (most pop songs) and begin to recognise a change of metre within a piece.</li> <li>✓ Use Italian musical terms for gradually getting louder <i>crescendo</i> and gradually getting quieter <i>diminuendo</i>.</li> </ul>

