



**Intent**

At Leedstown, music is embedded all the way through the school so that music is who we are and what we do. Our children gain an understanding and appreciation for what music is and what it can do to brighten the world around us through listening, singing, playing, performing, evaluating, analysing and composing across a variety of historical periods, styles, traditions and musical genres. We are committed to developing a love of music that will continue with them throughout their life. We aim to give them opportunities to express themselves through music, access quality musical teaching as well as the skills necessary for children to pursue further musical interests beyond our walls. We believe music has the power to build confidence, strengthen teamwork and relationships, and develop their speech and language, mathematical, analytical and creative thinking skills whilst increasing working memory. We believe that through our music teaching all children will develop the skills necessary to be successful in all walks of life.

**Implementation**

Our music curriculum ensures that children sing, listen, play, perform, evaluate and compose. This is embedded in classroom activities as well as weekly singing assemblies, various concerts and performances throughout the year. We explore music through the Charanga music program which is built upon a spiral curriculum where the knowledge and skills are built upon unit by unit and year on year. We supplement this with BBC 10 pieces, to ensure a rich and varied diet of composers and music from historical eras. Each unit begins with a new song where the children explore pulse, rhythm and pitch before adding further dimensions as they progress up the school including dynamics, tempo, timbre, structure, texture and notation. Lessons are planned in sequences to provide children with the opportunities to review, remember, deepen and apply their understanding. This program is a fun, engaging and inclusive curriculum designed specifically for primary aged children. The elements of music are taught in the classroom so that children are able to use some of the language of music to dissect it, and understand how it is made, played and appreciated. They learn how to compose. Focusing on different dimensions of music which in turn feeds their grasp of listening, playing or analysing music. Composing or performing using body percussion and vocal sounds is also a part of our curriculum, which develops understanding of musical elements without the added complexity of an instrument.

Each lesson will have at least the following 3 elements:

Musicality / knowledge – the learning intent for the lesson with key vocabulary.

Listening and appraising – listening to and analysing a piece of music.

Playing, singing or performing – children have the opportunity to explore and perform music themselves.

| Year A    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                       |                                                                                                                             |                                                    |                                                                                         |                                                 |
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|           | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Autumn 2                                              | Spring 1                                                                                                                    | Spring 2                                           | Summer 1                                                                                | Summer 2                                        |
| EYFS      | <p><u>Performing &amp; Singing</u>: Sing songs, make music and dance, and experiment with ways of changing them.</p> <p><u>Creating (composing &amp; improvising)</u>: children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through music.</p> <p><b>Early Learning Goal:</b> Being Imaginative and Expressive<br/>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Invent, adapt and recount narratives and stories with peers and their teacher;</li> <li>- 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.</li> </ul> |                                                       |                                                                                                                             |                                                    |                                                                                         |                                                 |
| KS1       | <p><u>Performing &amp; Singing</u>: Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically.</p> <p><u>Creating (composing &amp; improvising)</u>: Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                       |                                                                                                                             |                                                    |                                                                                         |                                                 |
| Starlings | <b>What is special about me?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>What's in the toy box?</b>                         | <b>Where do I live?</b>                                                                                                     | <b>Why is farming important to us?</b>             | <b>Who were the Cornish inventors?</b>                                                  | <b>What is it like to live by the sea?</b>      |
|           | Charanga (Rec)<br>Me!                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Nativity production                                   | BBC 10 pieces<br>No place like...                                                                                           | BBC 10 pieces<br>The Lark Ascending                | Charanga (Yr1)<br>Your imagination                                                      | Charanga (Rec)<br>Our World                     |
| Magpies   | <b>What makes the UK special?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>What was life like in the stone age?</b>           | <b>What is it like to live in Rome today?</b>                                                                               | <b>What did the Romans do for us?</b>              | <b>Why is water important?</b>                                                          | <b>Were the Anglo Saxons really 'smashing'?</b> |
|           | Charanga (Yr2)<br>Friendship song                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Charanga (Y3)<br>Three little birds                   | Charanga (Y2)<br>Zootime                                                                                                    | Charanga (Yr3)<br>Let your spirit fly              | BBC 10 pieces<br>A storm interlude – Benjamin Britten                                   | BBC School Radio<br>The Anglo Saxons            |
| KS2       | Pupils should be taught to sing and play musically with increasing confidence and control.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                       | Pupils should develop an understanding of musical composition, organising and manipulating ideas within musical structures. |                                                    | Pupils should begin to develop an understanding of reproducing sounds from aural memory |                                                 |
| Eagles    | <b>Where in the world is Nigeria and what is it like to live there?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>What happened to the Ancient Kingdom of Benin?</b> | <b>The USA – the same or different?</b>                                                                                     | <b>Victorians</b>                                  | <b>Why did the world go to war?</b>                                                     | <b>Why do people travel?</b>                    |
|           | BBC 10 pieces<br>Joseph Bologne – Chevalier De Saint Georges                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Charanga (Yr4)<br>Stop!                               | Charanga<br>Yu Studio – Hip Hop                                                                                             | BBC 10 pieces<br>Edwards Elgar – Enigma variations | BBC 10 pieces<br>Grażyna Bacewicz – Overture                                            | Summer production                               |

| Year B    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                              |                                                                                                                             |                                                           |                                                                                         |                                                                                     |
|-----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|-----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|           | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Autumn 2                                                                     | Spring 1                                                                                                                    | Spring 2                                                  | Summer 1                                                                                | Summer 2                                                                            |
| EYFS      | <p><b>Performing &amp; Singing:</b> Sing songs, make music and dance, and experiment with ways of changing them.</p> <p><b>Creating (composing &amp; improvising):</b> children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through music.</p> <p><b>Early Learning Goal:</b> Being Imaginative and Expressive<br/>Children at the expected level of development will:<br/>- Invent, adapt and recount narratives and stories with peers and their teacher;<br/>- 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.</p> |                                                                              |                                                                                                                             |                                                           |                                                                                         |                                                                                     |
| KS1       | <p><b>Performing &amp; Singing:</b> Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically.</p> <p><b>Creating (composing &amp; improvising):</b> Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                              |                                                                                                                             |                                                           |                                                                                         |                                                                                     |
| Starlings | <b>What makes our school special?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Why do we celebrate?</b>                                                  | <b>What is it like to live in a cold place?</b>                                                                             | <b>Who can help me?</b>                                   | <b>What is the weather like today?</b>                                                  | <b>How have holidays in Cornwall changed?</b>                                       |
|           | BBC 10 pieces<br><br>Classical music for Early years / KS1<br>Jean Sibelius – Finlandia                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Nativity                                                                     | Glockenspiels<br><br>Charanga – Glockenspiel stage 1 and 2                                                                  |                                                           | BBC Schools Radio<br><br>KS1 Music: Instruments together<br>BBC Teach                   | BBC Schools Radio<br><br>Primary Music KS1: Sun, Sea and Song!<br>BBC Teach         |
| Magpies   | <b>Why are rainforests unique?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>What makes the Great Fire of London great?</b>                            | <b>How powerful is our world?</b>                                                                                           | <b>What was it like to be a tin miner?</b>                | <b>How does a river change its journey?</b>                                             | <b>How has transport changed in the last 100 years?</b>                             |
|           | Digital music / Garage band<br><br>Soundscape for the forest                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | BBC School Radio<br><br>KS1 music: The great fire of London<br><br>BBC Teach | Recorders<br><br>Charanga – Recorders                                                                                       |                                                           | Sing up<br>River journey                                                                | BBC school radio<br><br>The history of music with Naomi and Ludwig<br><br>BBC Teach |
| KS2       | Pupils should be taught to sing and play musically with increasing confidence and control.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                              | Pupils should develop an understanding of musical composition, organising and manipulating ideas within musical structures. |                                                           | Pupils should begin to develop an understanding of reproducing sounds from aural memory |                                                                                     |
| Eagles    | <b>Who are the Mayans?</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Why are the North and South Pole so important?</b>                        | <b>Were the Vikings really vicious?</b>                                                                                     | <b>What makes our Earth angry?</b>                        | <b>Why is London an important city?</b>                                                 | <b>How has space travel changed?</b>                                                |
|           | Charanga (Yr5)<br><br>Classroom jazz 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | BBC 10 pieces<br><br>Antonio Vivaldi – the four seasons – winter             | BBC Schools radio<br><br>KS2 music: Viking Saga Songs<br><br>BBC Teach                                                      | BBC 10 pieces<br><br>Hans Zimmer – Earth<br><br>BBC Teach | Digital music – Yu Studio<br><br>Grime                                                  | Summer production                                                                   |

| Year C |                                                                                            |                                                                          |                                                                                                                             |                                             |                                                                                         |                                             |
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|        | Autumn 1                                                                                   | Autumn 2                                                                 | Spring 1                                                                                                                    | Spring 2                                    | Summer 1                                                                                | Summer 2                                    |
| KS2    | Pupils should be taught to sing and play musically with increasing confidence and control. |                                                                          | Pupils should develop an understanding of musical composition, organising and manipulating ideas within musical structures. |                                             | Pupils should begin to develop an understanding of reproducing sounds from aural memory |                                             |
| Eagles | <b>What did the Egyptians teach us today?</b>                                              | <b>How are our coasts changing?</b>                                      | <b>What was life like in Ancient Greece</b>                                                                                 | <b>Why is fairtrade important?</b>          | <b>Why do we need to look after the planet</b>                                          | <b>Why are the Tudors remembered today?</b> |
|        | Charanga (Yr6)<br><br>Happy                                                                | Digital music / Garage band<br><br>The water cycle – a droplet’s journey | BBC Schools Radio<br><br>KS2 history: Ancient Greece                                                                        | Charanga (Yr5)<br><br>Dancing in the street | Charanga (Yr5)<br><br>Fresh Prince of Bel-Air<br>Environment rap                        | Summer production                           |

## Subject content

Key stage 1 pupils should be taught to:

- use their voices expressively and creatively 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
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key stage 2 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. Pupils should be taught to:

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

- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.