

Aim of the Music Curriculum:

The principle aim for Music in the National Curriculum is to ensure pupils are inspired to develop a love for music and improve their talents as musicians, whilst increasing their self-confidence, creativity and sense of achievement. As pupils progress, they will learn to develop a critical engagement with music, while composing, and listening with to music.

At Canterbury Cross, we aim to ensure that all pupils perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions. This includes reviewing and evaluating the works of great composers and musicians. Children will learn to sing and use their voices to create and compose music in groups and independently. They also have the opportunity to compose and learn to play a musical instrument, such as recorders or glockenspiels whilst using technology appropriately. They will be taught how music is created, produced and communicated through the inter-related dimensions of music.

How is the Music programme of study implemented?

At Canterbury Cross we use the Charanga scheme to support the teaching of music. Below is an overview of the units we cover in each year group:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1					
<ul style="list-style-type: none"> Rhythm in the way we walk (Charanga) Round and round (Charanga) 		<ul style="list-style-type: none"> Recorders Your imagination (Charanga) 			
Year 2					
<ul style="list-style-type: none"> Recorders Hands feet heart (Charanga) 		<ul style="list-style-type: none"> Zootime (Charanga) Friendship song (Charanga) 			
Year 3					
<ul style="list-style-type: none"> Recorders Let your spirit fly (Charanga) 				<ul style="list-style-type: none"> Glockenspiel stage 1 (Charanga) Bringing us together (Charanga) 	
Year 4					
<ul style="list-style-type: none"> Mama Mia (Charanga) Glockenspeil stage 2 (Charanga) 				<ul style="list-style-type: none"> Recorders Blackbird (Charanga) 	
Year 5					
		<ul style="list-style-type: none"> Livin' on a Prayer (Charanga) Classroom Jazz stage 1 (charanga) 		<ul style="list-style-type: none"> Recorders Dancing in the Street (Charanga) 	
Year 6					
<ul style="list-style-type: none"> Happy (Charanga) Classroom Jazz 2 (Charanga) 				<ul style="list-style-type: none"> Recorders Music and Me (Charanga) 	

Our music lessons compromise of the following strands of musical learning which correspond with the National Curriculum:

Singing

Singing is at the heart of all the musical learning. All activities in our units of work are based around a song. Children will learn to sing songs from a range of genres and periods in time. They will learn to sing in unison, as backing vocals and following a leader. Children learn to sing from the early years where music objectives are taught through the theme of the book or topic being taught. Children will practise singing with awareness of being 'in tune' and will use their voices expressively and creatively. Children will play and perform in solo and ensemble contexts, using their voices and musical instruments with increasing accuracy, fluency, control and expression as they progress through the school.

Listening to music

Children will develop listening and appraisal skills in each lesson and be able to deduce the style of a song, its' features and learn the meaning of the lyrics.

In Key Stage 1, children will listen with concentration and understanding to a range of high quality live and recorded music. As children progress in Key Stage 2, they will listen with attention to detail and recall sounds with increasing memory. They will appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.

Music composition

Children are taught to compose a simple melody alongside a taught song. They start composing their own tunes with two notes and as their confidence increases up to five notes in Upper Key Stage 2. In Key Stage 1, children experiment with creating, selecting and combining sounds using the inter-related dimensions of music starting with pulse, rhythm and pitch. In key stage 2, they improvise and compose music for a range of purposes using more of the inter-related dimensions of music.

Children are taught to practise and then perform their compositions alongside the song using instruments and the on screen music explorer composition tool.

Music improvisation

Children are taught to improvise songs they are taught using their voices and instruments.

Improvisation allows children to create and compose their own music with others and independently. In Key Stage 1, children attempt challenges which include clapping and improvising, singing and playing and improvising. In lower and upper key stage 2, there are differentiated challenges where children improvise using one to three notes, when using instruments and voices. Improvisation helps the children build musical skills in a fun yet challenging way.

History of music

The National Curriculum for music aims to ensure all children access and review music from a range of historical periods. In key stage 1 and 2, children develop an understanding of the history of music using a pictorial contextualisation of a song and style using a timeline during listening and appraising activities. The timeline puts music into context and children discuss different periods, composers and understand how musical technology developed and advanced over time.

How is Music assessed focusing on prior knowledge and progression?

Assessing children's prior knowledge, and building upon this, is essential in all lessons to ensure children are making progress throughout the school. Children's knowledge and understanding of musical key skills and vocabulary are tracked throughout the school using the school's internal formative and summative assessment systems. At Canterbury Cross, we use our vertical plans to ensure the progression of music taught is developed year upon year. Following this, each year group devises medium term plans where lessons are planned to ensure coherency and development in skills.

How do we ensure the Music curriculum is for everyone?

Inclusion in all aspects of musical learning is integral. At Canterbury Cross, music lessons are differentiated to ensure everyone can access the learning. There is targeted support offered by staff

and all lessons are well resourced. We provide the use of technology, which display songs and challenges onscreen as well as tuned and untuned instruments, notation worksheets for children to follow when composing music and rhythm grids and cards. A range of songs are introduced to expand on the children's repertoire. There are different levels of musical challenges when playing vocal and instrumental warm up games, tailored to meet the needs of all children. There are also extension activities available to challenge more able pupils in developing a deeper understanding of music.

How do we ensure key content is remembered as pupils move through school?

Key words and vocabulary are built upon each year. Teachers review and repeat the learning of key skills in each lesson. The interrelated dimensions of music support children in remembering prior knowledge in music. Similarly, repetitive activities in the units of work allow children to demonstrate musical progression and evaluate their prior knowledge. Reviewing previous learning, evaluations and plenaries ensure key content is remembered.

How will the Music curriculum prepare children for the future and allow children to apply the key skills learnt?

We hope all children will be confident musicians who enjoy performing vocally and instrumentally. Music is pertinent to children's mental well-being, and the requisite skills developed through music help children organise themselves and give them future skills for learning. At Canterbury Cross, children refine their musical skills through practice and application to become more rounded musicians and develop a lifelong connection to music.