

MUSIC

INTENT – Luddenden CE School is committed to providing an environment which embraces individuality, creativity, self-expression. Our music curriculum aims to ensure all pupils develop a love and appreciation of music through their experiences of listening, playing and singing. Children will have the confidence to freely express themselves through the medium of music. Our core values in music are love, friendship, compassion and openness.

IMPLEMENTATION – The aims of the National Curriculum are fulfilled through the use of [Charanga](#), a comprehensive online music package. It uses a repetition-based, practical and exploratory approach to musical learning. The interrelated dimensions of music weave through the units to encourage the development of musical skills as the learning progresses through listening and appraising, differing musical activities (including creating and exploring) and performing. Children are exposed to a variety of musical genres and develop the skills to identify and evaluate these. They are actively involved in developing their singing voices and musicality, both individually and as part of a group. Children learn how to handle and play classroom instruments and how to interpret musical notation.

IMPACT – Children enjoy music in all its forms. They develop their own musical taste and know about different music genres and the most influential musicians. Learning about the same musical concept through different musical activities enables a more secure and deeper learning of musical skills. Children are assessed using a range of strategies including individual and group performance; pupil voice; peer and self-reviews and verbal feedback. Children will be well equipped to use music as a form of expression. Children’s sense of self and wellbeing will be positively impacted. Through exposure to music in school, children will have a heightened awareness of opportunities outside of school and access to these may therefore be increased.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Nursery	N. Bounce Into Action 1. Find the beat. 2. Develop fine & gross motor skills.	N. Rainbow Magic 1. Sing lyrics clearly. 2. Know that music can tell a story.	N. Happy Talk 1. Sing whole songs. 2. Respond to musical messages & changes.	N. Amazing Animals 1. Move creatively to music ‘in character’. 2. Listen and respond with increased attention and express feelings about the music.	N. Number Fun 1. Find and keep the beat with different songs. 2. Play percussion instruments with developing control.	N. Beep Beep Toot Toot 1. Play instruments with increasing control in the correct section of a song. 2. Develop accuracy in following signals to start and stop correctly.
Reception/Year 1 Cycle A	1. Rhyming In Time 1. Move in time with the beat/pulse, responding to the different tempo (speeds). 2. Chant, rap and sing using different voices (e.g. elephants and snakes) following simple cues such as starting together.	R. Creative Moves 1. Find and move to the beat. 2. Move creatively, expressively and with control.	1. Music Inspired By The World Around Us 1. Listen attentively and with understanding to music from different historical periods. 2. Understand that music can tell a story.	R. Number Time 1. Sing with expression. 2. Hear, draw and sing melody shapes.	1. Sound And Pictures 1. Match and create pictures/symbols to represent sound. 2. Capture, sequence and change sounds to make a musical story.	R. Rhythm Adventure 1. Sing songs rhythmically. 2. Combine words to compose rhythms.
Reception/Year 1 Cycle B	R. Chant To The Animals 1. Explore and learn chants that tell a story. 2. Know that a chant uses speaking voices musically.	1. Let’s Start Singing 1. Understand how to warm up your body and voice, ready to sing. 2. Sing songs accurately matching the vocal pitch (in tune).	R. Liltng Lullaby 1. Pitch match with accuracy when singing. 2. Feel the lilt of a 2–3 pattern of beats in music with five beats.	1. Exploring Rhythm Patterns 1. Understand that an ostinato is a repeated pattern. 2. Copy and create simple rhythm patterns (Call and Response).	R. Wellbeing Matters 1. Learn to explore and share emotions. 2. Follow a leader to play loudly and quietly.	1. Highs And Lows 1. Understand the difference between a rhythm and pitch pattern. 2. Identify different pitches (highs and lows) in music and in sounds around the school.
Year 2/3 Cycle A	3. A Shining Performance 1. Be confident with reading and playing G, A and B (doh re me) in a new context. 2. Use creative ideas inspired by different stimuli to improve a performance.	2. Let’s Keep Singing 1. Sing songs with increasing accuracy and control. 2. Demonstrate an understanding of dynamics and tempo following written or visual instructions.	2. Sound and Symbol 1 1. Play three notes on a tuned instrument, understanding which is the lowest, middle and highest pitch. 2. Recognise the sound of different families of instruments and how each make a sound.	2. Sound and Symbol 2 1. Recognise and write music using dots (blobs), sticks & stave notation. 2. Understand and use gradation of dynamics such as crescendo (getting louder) to add interest to a performance.	2. Around The World 1. Listen to music from around the world. 2. Explore tempo, understanding that music can be at different speeds.	2. The Power Of Communication 1. Communicate the meaning of the song with our voices and sign language. 2. Sing short vocal phrases independently.
Year 2/3 Cycle B	2. Questions And Answers 1. Understand what timbre means and identify percussion instruments by their sound. 2. Improvise using Question and answer phrases on untuned instruments.	3. Sing And Move 1. Sing songs with attention to expression and dynamics, following the conductor's cues. 2. Perform actions with accuracy and confidence.	3. Music And Video 1. Use storyboards to sequence and structure a music video. 2. Explore self-representation through portraits and personalised avatars.	3. You Gotta Try 1. Perform simple rhythmic and melodic patterns accurately and expressively. 2. Rehearse and perform confidently as part of an ensemble, using voice and instruments.	3. Music And Sound 1. Add an accompaniment to a song/piece of music. 2. Compose in response to a musical stimuli.	3. Sound Exploration 1. Aurally identify dimensions in music such as pitch, duration and texture. 2. Appreciate and respond to music from across historical periods and traditions.

Year 4/5 Cycle A	5. Shaping Music 1. Improvise freely over a drone or groove. 2. Compose a short ternary piece using Music Notepad.	4. Singing And Traditions 1. Sing 2-part songs as duets or melody and accompaniment with accurate pitching. 2. Understand contrasting traditions and stories.	5. Sounds Dramatic 1. Introduce major and minor chords. 2. Use chords to compose music to evoke a specific atmosphere, mood or environment.	4. Exploring Musical Contrasts 1. Develop and deepen instrumental skills. 2. Explore musical contrasts such as staccato/legato and crescendo/decrescendo.	5. Carnival Time 1 1. Develop the skill of playing by ear on instruments, copying longer phrases. 2. Play musical instruments with increasing technical control, accuracy, fluency and expression.	5. Carnival Time 2 1. Perform as an ensemble using acoustic instruments. 2. Understand the stories, origins, traditions, history and social context of Brazilian samba.
Year 4/5 Cycle B	4. Create And Notate 1. Copy and improvise short melodic phrases. 2. Compose short, structured piece using Music Explorer.	5. Unlocking Vocal Potential 1. Sing with a sense of ensemble, paying attention to phrasing, pitching and musical style. 2. Sing songs in unison, and in two or three parts.	4. Recycling Songs 1. Compose a song demonstrating an understanding of the musical components. 2. Capture and record creative ideas.	5. Decoding Sound And Notation 1. Develop and expand musical understanding through critical listening. 2. Read and play notated melodies.	4. FX Sound Effect 1. Use sound effects to add drama to a film clip. 2. Begin to make compositional decisions.	4. Round And Round 1. Sing rounds, and songs with small and large leaps. 2. Perform a range of songs in a school assembly.
Year 6	6. Music Speaks 1. Create and produce music with multiple sections that include repetition and contrasts. 2. Use chord changes as part of a (sequenced) composition.	6. Express, Inspire And Perform 1. Perform songs in school assemblies, school performance opportunities and to a wider audience. 2. Develop listening skills, balance between parts and vocal independence by experimenting with where students stand.	6. Music Reimagined 1. Compose a piece using music software to create and record it. 2. Understand and be able to explain how musical contrasts are achieved.	6. Musical Sketches 1. Plan and compose 8 bars of music with melodic and rhythmic interest. 2. Notate and play this music, adding dynamic contrasts.	6. Music Remixed 1. Develop students' knowledge and understanding of the music they are listening to. 2. Learn how to remix real instrumental loops.	6. The Grand Finale 1. Sing a range of songs, including those that involve syncopated rhythms, with appropriate style. 2. Sing rounds and partner songs.