



**Newall Green
Primary School**

Aiming High To Reach Our Goals

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Music Curriculum

Document Control	
Title	Music Curriculum
Date	June 2020
Supersedes	
Amendments	
Related Policies/Guidance	To be used in addition to Charanga Music scheme
All policies can be found on the school web page.	
Review	Sep 2021

Intent

The curriculum that we teach has been planned to develop the **five key skills for life** of: Problem solving, Teamwork, Self-management (initiative, organisation, accountability) Self-belief (confidence, resilience, positive attitude) and Communication.

Music is a universal language that embodies one of the highest forms of creativity. It is a form of communication for individuals or groups, capturing their emotions, attitudes or beliefs. The high quality music education that we have planned to engage and inspire our pupils will develop a love of music and develop children's talents as musicians. Our intent is that this will increase self-confidence, creativity and a sense of achievement. As pupils progress, they will develop critical engagement with music, allowing them to compose, and to listen with discrimination to a whole range of music genres.

Aim

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.

The National Curriculum outlines the subject content that should be taught as

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.
- develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.
- 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.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Learn counting songs and hand signals. Name some simple instruments. Sounds with our bodies e.g. clap, stomp, sing.	Model hand signal for getting louder and quieter. Introduce the idea of tempo.	Explore how we can play one instrument in different ways and create a pattern using one instrument.	Listen to a story which has music and sound effects to accompany parts of the story. Create other sounds for different story events.	Listen to a story which has music and sound effects to accompany parts of the story.	Clapping and singing in time to summer songs
Year 1 Theme:	Rhythm, pulse and pitch. Listening, appreciating, playing and composing hip hop styles	National anthem. Hymns – harvest. Styles of music, reggae; hip-hop, pop. Christmas carols	c-d-e on the keyboard. Different sounds to represent different stages of rain. Explore playing rhythms using different percussion instruments.	Play simple songs with c-d-e on the keyboard. Improvise rhythms. Clapping in pairs while singing a song	Beethoven. CDEFG on the keyboard. Piano-forte. Playing Bohemian Rhapsody and Werewolves of London on the keyboard.	Seaside songs pianissimo, fortissimo, and tempo.
Year 2	1960s music. The Beatles; Rolling Stones; Cilla, Lulu and Diana Ross.	1960s Motown. Stevie Wonder and Elvis. Merseybeat and 1960s dance music.	1950s Rock and Roll. Full and half notes, full and half rests. Elvis Presley.	Big Band music. Ostinato. Music to depict the fire of London.	Asian Music and African music 1950s to the 1980s. Comparing styles of music	Disco Music
Year 3	Flamenco music. Gloria Estefan, Shakira and Ricky Martin. Spanish music.	Ancient Egyptian music. Singing in two parts. Harvest hymns. Composing music for a cartoon.	The features of and how to play simple tunes on a flute and a ukulele	C, A, D, F, G chords on ukulele and flute How to make effects with instruments to accompany a story/myth	Chords B and E. Mood music. Easy listening	Holst's Planet suite
Year 4	Native Australian music and instruments. Modern Australian bands and music.	Native Chinese music and instruments. Modern Chinese bands and music.	Treble clef, repeat, 2/4, ¾ and 4/4 rhythms. How music depicts the weather.	Anthems for UK, England, Scotland, Wales and Ireland. How to accompany an Easter hymn.	Abba and Nordic music and bands	Mussorgsky: A Night on the Bare Mountain – crescendo

Year 5	Greensleeves. Tudor music.	Brazilian beats. Samba and Bossa Nova.	Bolero, Mariachi and Mexican music	Pan pipes, Ocarina, Cajon and Peruvian music past and present.	American country music and singers.	Traditional North American Indian music
Year 6	JS Strauss, Haydn and Mozart. Chamber music	Victorian music: folk music; Elgar and Parlour music.	Musical halls and music hall traditional songs	Capoeira music	Musical theatre: wild west; Victorian era; post-war.	1920s Jazz. Musical theatre.