

## **Curzon Music Curriculum**

### **Intent**

#### **Curzon specific aims of Music**

The teaching of music inspires creativity, self-expression and encourages our pupils to grow as musicians, as well as giving them opportunities to connect with others. We intend to foster a lifelong love of music by exposing Curzon pupils to diverse musical experiences and igniting a passion for music. Our intent is that all pupils increase their cultural capital through being exposed to a range of musical, genres, activities and performances. We aim to grow pupils' courage to perform in front of others. By finding their voices as singers and performers and as composers, we aim for all to become confident, reflective musicians.

Music promotes the development of key abilities, such as memory, listening and fine motor skills. It is a subject where pupils experience the challenge of learning something new and develop their skills of perseverance, understanding the importance of practising again and again before performing. It is also key to collaboration and we plan for opportunities for our pupils to compose and perform together.

We aim to expose our pupils to music from a range of societies and backgrounds so they can develop their knowledge of a rich and diverse musical heritage and different cultures.

We have high ambitions for all pupils. Our ethos is to enable all pupils to reach their potential. We do not place a ceiling on attainment. Through carefully designing our curriculum to include a range of different skills and opportunities to participate in group improvisations and shared low stake, short performances, we ensure that all pupils, including SEND, can participate fully. We provide equal opportunities for all pupils to experience and appreciate music of all styles and genres. Our teaching of music is also designed to challenge pupils who are musically talented, allowing them to showcase and share their skills, knowledge and experiences.

Whilst following the National Curriculum and the end of key stage end points, we have made our music curriculum unique to Curzon:

### **We place an emphasis on singing**

A notable feature of music within the school is singing. We seek to develop the pupils' ability to sing in tune and with other people. The pupils learn to sing in parts, add harmonies and also in foreign languages and cover a wide range of styles from medieval to the present day. Through singing songs and hymns, we intend that pupils learn about the structure and organisation of different types of music.

### **Our curriculum covers a wide range of musical and social skills**

We aim to foster an enjoyment and appreciation of a wide range of music and have deliberately chosen different genres of music to listen to each week. We aim that our pupils develop an understanding of the elements of music: pitch, dynamics, duration, tempo, timbre, texture and structure. We aim that pupils develop descriptive skills in music lessons, encouraging them to explore how music can create moods and feelings and provoke an emotional response. In addition to improving their musical understanding, the pupils' social skills are developed through group composition and performance using tuned and untuned percussion. We intend that our pupils have the opportunity to explore music making through technology, such as Garageband, and using tuned and untuned instruments.

### **Our curriculum promotes our vision and values**

As part of our school value of respect, we teach our pupils about disabilities. The school has chosen to continue Sign2Sing, learning sign language for a popular song. Pupils perform this song to their parents, raising money for deaf charities.

Kindness and respect: our music curriculum teaches all pupils to work collaboratively and give respectful and constructive feedback to others.

Courage: our music curriculum encourages pupils to develop the confidence to try out new instruments and techniques. Our music curriculum encourages our pupils to develop the confidence to perform in front of others and to persevere to practise and refine their work.

All pupils understand that music is a journey (linked to our vision of growing like the mustard seed). We ensure that our choice of units reflects our values and have removed the units where we feel the artist is no longer currently a good role model.

**How this links with our school vision: growing in creativity, enjoyment and reflection and the ability to challenge yourself to step out of your comfort zone.**

### **Enriching our curriculum**

Our aim is to help pupils of all abilities develop positive attitudes towards music and to experience success and satisfaction in music. Throughout the school, we organise a range of enrichment activities and opportunities to practise and perform, such as ISINGPOP workshops. The school has a choir and its members represent the school in the community. For example, they perform carols at the annual Village Pensioners' Christmas lunch and go carol singing. Pupils also have the chance to take part in events, such as the Big Noise at the Chiltern Music Academy. Pupils who play instruments are given opportunities

to celebrate and share their talents by playing in assembly. We host local orchestras to allow our pupils to appreciate classical music and try out some of the instruments.

## **Our Implementation**

### **How the curriculum is organised**

For music lessons, we follow the Charanga scheme of work as it covers the key aspects of music: listening and appraising, composing and performing. It also covers areas such as pulse, rhythm and musical notation. Our scheme of work gives pupils the opportunity to develop the 3 pillars: creating sounds, understanding how musical components fit together to make a piece of music and developing their own creativity. Progression is built into the programme and the key knowledge and skills for each year are mapped out below. Units are based around a range of catchy pieces of music, which motivate our pupils to accompany them, identify key elements and compose their own versions. Lessons contain revision activities which enable pupils to recall and apply prior learning. We have supplemented this scheme with some instrumental units in KS2 as we want all pupils to have the opportunity to learn an instrument and to develop their technical knowledge of how to create sounds. At times, we give our GDS pupils the opportunities to work with other musically minded pupils.

As part of our Music Development Plan, we plan lessons around the BBC Ten Pieces to give pupils opportunities to listen and respond to a variety of genres of music.

All pupils sing in our acts of collective worship 3-4 times a week. They also take part in a dedicated singing assembly once a week, led by a music specialist, where they learn songs relating to our values, collective worship themes and important Christian festivals. In these sessions, pupils are taught technical aspects of making music, such as breathing effectively to reach higher notes.

We create opportunities for all pupils to sing and perform to their families. For Harvest, Christmas, and Easter, we invite parents and the local community to join us for a service in the local church, involving the whole school. The end of year Leavers' Service features the pupils' favourite songs, chosen by Year 6 from their time at the school. There are also an annual KS2 production and KS1 nativity which give further opportunity for singing. The school holds popular and successful ISINGPOP workshops and performances each year where external musicians teach songs which are practised and then performed in shows to parents and members of the local community. Year 5 take part in the Echoes concert with many other schools at the Albert hall.

Piano lessons are available at school. Pupils who learn instruments outside school are encouraged to share their skills and perform in assemblies. They also attend enrichment days organised by local groups.

## Curriculum Long Term Planning for Music

EYFS music is taught mainly through discrete music and PE lessons covering the following key skills and following the same broad units as KS1. In continuous provision pupils explore making music further through using musical instruments and everyday objects such as pots and pans.

### Being Imaginative and Expressive

- 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.

### Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions,
- Make comments about what they have heard and ask questions to clarify their understanding.

Our EYFS music curriculum also provides rich opportunities for pupils to develop skills in other areas e.g. speaking; self-regulation and building relationships - working with others and turn taking; managing self (confidence, self-resilience and perseverance); gross motor skills (music and movement); fine motor skills (playing instruments); people , culture and communities.

## KS1 is on a two-year rolling programme.

Year A

Autumn	Spring	Summer	Knowledge and Skills
Banana Rap! (from Charanga Y1)  Nativity songs	Round and round (from Charanga Y1)	I wanna play in a band (from Charanga Y2)	<b>YEAR 1</b>  <b>Listening and Appraising</b> To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars

	<p>Friendship Song (from Charanga Y2)</p>	<p>Classical (from Charanga Y2)</p>	<p><b>Singing</b></p> <p>Learn about voices, singing notes of different pitches (high and low).</p> <p>Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.</p> <p>Learn to start and stop singing when following a leader.</p> <p><b>Playing</b></p> <p>Treat instruments carefully and with respect.</p> <p>Play a tuned instrumental part with the song they perform.</p> <p>Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part).</p> <p>Listen to and follow musical instructions from a leader.</p> <p><b>Improvisation</b></p> <p>Use the improvisation tracks provided. Improvise using the three challenges: 1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). 2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. 3. Improvise! – Take it in turns to improvise using one or two notes.</p> <p><b>Composition</b></p> <p>Help to create a simple melody using one, two or three notes.</p> <p>Learn how the notes of the composition can be written down and changed if necessary.</p> <p><b>Performance</b></p> <p>Choose a song they have learnt from the Scheme and perform it. They can add their ideas to the performance. ● Record the performance and say how they were feeling about it.</p>
--	---	-------------------------------------	--

**YEAR 2 (ADDITIONAL TO KNOWLEDGE AND SKILLS FROM Y1)**

**Listen and Appraising**

To learn how songs can tell a story or describe an idea.

**Singing**

Learn to find a comfortable singing position.

**Playing**

Play the part in time with the steady pulse.

**Composition**

Help create three simple melodies with the Units using one, three or five different notes.

**Stretch and Challenge end of KS1 (additional knowledge and skills)**

Lead a warm up for the class.

Tap a pulse to a rhythm and vice versa.

Learn and accurately use musical vocabulary (e.g. forte, piano, crescendo, decrescendo, pitch, dynamics, tempo-andante, allegro, largo).

Compose/improvise short pieces that have a structure and make sense as a melody (e.g. repetition. mirroring).

Practise a piece and perform it with a good level of accuracy.

Year B

Autumn	Spring	Summer	Knowledge and Skills
<p>Hey You! (from Charanga Y1)</p> <p>Nativity songs</p>	<p>In the Groove (from Charanga Y1)</p> <p>Hands, feet, heart link to S African music (from Charanga Y2)</p>	<p>Classical (from Charanga Y2)</p> <p>Zootime –link to animals in science (from Charanga Y2)</p>	<p style="text-align: center;"><b>YEAR 1</b></p> <p><b>Listening and Appraising</b> To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars</p> <p><b>Singing</b> Learn about voices, singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. Learn to start and stop singing when following a leader.</p> <p><b>Playing</b> Treat instruments carefully and with respect. Play a tuned instrumental part with the song they perform. Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). Listen to and follow musical instructions from a leader.</p> <p><b>Improvisation</b> Use the improvisation tracks provided. Improvise using the three challenges: 1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). 2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. 3. Improvise! – Take it in turns to improvise using one or two notes.</p> <p><b>Composition</b> Help to create a simple melody using one, two or three notes. Learn how the notes of the composition can be written down and changed if necessary.</p>

**Performance**

Choose a song they have learnt from the Scheme and perform it. They can add their ideas to the performance. • Record the performance and say how they were feeling about it.

**YEAR 2 (ADDITIONAL KNOWLEDGE AND SKILLS FROM Y1)**

**Listen and Appraising**

To learn how songs can tell a story or describe an idea.

**Singing**

Learn to find a comfortable singing position.

**Playing**

Play the part in time with the steady pulse.

**Composition**

Help create three simple melodies with the Units using one, three or five different notes.

**Stretch and Challenge end of KS1 (additional knowledge and skills)**

Lead a warm up for the class.

Tap a pulse to a rhythm and vice versa.

Learn and accurately use musical vocabulary (e.g. forte, piano, crescendo, decrescendo, pitch, dynamics, tempo-andante, allegro, largo).

Compose/improvise short pieces that have a structure and make sense as a melody (e.g. repetition. mirroring).

Practise a piece and perform it with a good level of accuracy.



YEAR 3

Autumn	Spring	Summer	Knowledge and Skills
<p>Let your Spirit Fly Glockenspiel</p>	<p>Three Little Birds The Dragon Song</p>	<p>Bringing us Together African drums</p>	<p><b>Listen and Appraise</b>            To confidently identify and move to the pulse.            To think about what the words of a song mean.            To take it in turn to discuss how the song makes them feel.            Listen carefully and respectfully to other people’s thoughts about the music.</p> <p><b>Games</b>            Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Pupils will complete the following in relation to the main song, using two notes:</p> <ol style="list-style-type: none"> <li>1. Find the Pulse</li> <li>2. Rhythm Copy Back:               <ol style="list-style-type: none"> <li>a. Bronze: Clap and say back rhythms</li> <li>b. Silver: Create your own simple rhythm patterns</li> <li>c. Gold: Perhaps lead the class using their simple rhythms</li> </ol> </li> <li>3. Pitch Copy Back Using 2 Notes               <ol style="list-style-type: none"> <li>a. Bronze: Copy back – ‘Listen and sing back’ (no notation)</li> <li>b. Silver: Copy back with instruments, without then with notation</li> <li>c. Gold: Copy back with instruments, without and then with notation</li> </ol> </li> <li>4. Pitch Copy Back and Vocal Warm-ups</li> </ol> <p><b>Singing</b></p> <ul style="list-style-type: none"> <li>• To sing in unison and in simple two-parts.</li> <li>• To demonstrate a good singing posture.</li> <li>• To follow a leader when singing.</li> <li>• To enjoy exploring singing solo.</li> </ul>

- To sing with awareness of being 'in tune'.
- To have an awareness of the pulse internally when singing

**Playing instruments**

• To treat instruments carefully and with respect. • Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation. • To rehearse and perform their part within the context of the Unit song. • To listen to and follow musical instructions from a leader.

**Improvisation**

Improvise using instruments in the context of the song they are learning to perform. Using the improvisation tracks provided, pupils will complete the Bronze, Silver or Gold Challenges:

• **Bronze Challenge:**

- Copy Back – Listen and sing back
- Play and Improvise – Using instruments, listen and play your own answer using one note.
- Improvise! – Take it in turns to improvise using one note.

• **Silver Challenge:**

- Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes.
- Play and Improvise – Using your instruments, listen and play your own answer using one or two notes.
- Improvise! – Take it in turns to improvise using one or two notes.

• **Gold Challenge:**

- Sing, Play and Copy Back – Listen and copy back using instruments, two different notes.
- Play and Improvise – Using your instruments, listen and play your own answer using two different notes.
- Improvise! – Take it in turns to improvise using three different notes

			<p><b>Composition</b></p> <p>Help create at least one simple melody using one, three or five different notes.</p> <p>Plan and create a section of music that can be performed within the context of the unit song.</p> <p>Talk about how it was created.</p> <p>Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p> <p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)</p> <p><b>Performance</b></p> <p>To choose what to perform and create a programme.</p> <p>To communicate the meaning of the words and clearly articulate them.</p> <p>To talk about the best place to be when performing and how to stand or sit.</p> <p>To record the performance and say how they were feeling, what they were pleased with what they would change and why.</p>
--	--	--	---

Year 4

Autumn	Spring	Summer	Knowledge and Skills
Mamma Mia Glockenspiel	Stop! Lean on Me	Ukulele Blackbird	<p><b>Listen and Appraise</b>            To confidently identify and move to the pulse.            To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics).            Talk about the music and how it makes them feel.            Listen carefully and respectfully to other people’s thoughts about the music.            When you talk try to use musical words.</p> <p><b>Games</b>            Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Pupils will complete the following in relation to the main song, using two notes:</p> <ol style="list-style-type: none"> <li>1. Find the Pulse</li> <li>2. Rhythm Copy Back:               <ol style="list-style-type: none"> <li>a. Bronze: Clap and say back rhythms</li> <li>b. Silver: Create your own simple rhythm patterns</li> <li>c. Gold: Perhaps lead the class using their simple rhythms</li> </ol> </li> <li>3. Pitch Copy Back Using 2 Notes               <ol style="list-style-type: none"> <li>a. Bronze: Copy back – ‘Listen and sing back’ (no notation)</li> <li>b. Silver: Copy back with instruments, without then with notation</li> <li>c. Gold: Copy back with instruments, without and then with notation</li> </ol> </li> <li>4. Pitch Copy Back and Vocal Warm-ups</li> </ol> <p><b>Singing</b>            To sing in unison and in simple two-parts.            To demonstrate a good singing posture.            To follow a leader when singing.</p>

			<p>To enjoy exploring singing solo.  To sing with awareness of being 'in tune'  To rejoin the song if lost.  To listen to the group when singing</p> <p><b>Playing</b>  To treat instruments carefully and with respect.  Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation.  To rehearse and perform their part within the context of the Unit song.  To listen to and follow musical instructions from a leader.  To experience leading the playing by making sure everyone plays in the playing section of the song.</p> <p><b>Improvisation</b>  Improvise using instruments in the context of a song they are learning to perform. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p> <ul style="list-style-type: none"> <li>● Bronze Challenge: <ul style="list-style-type: none"> <li>○ Copy Back – Listen and sing back melodic patterns</li> <li>○ Play and Improvise – Using instruments, listen and play your own answer using one note.</li> <li>○ Improvise! – Take it in turns to improvise using one note.</li> </ul> </li> <li>● Silver Challenge: <ul style="list-style-type: none"> <li>○ Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes.</li> <li>○ Play and Improvise – Using your instruments, listen and play your own answer using one or two notes.</li> <li>○ Improvise! – Take it in turns to improvise using one or two notes.</li> </ul> </li> <li>● Gold Challenge: <ul style="list-style-type: none"> <li>○ Sing, Play and Copy Back – Listen and copy back using</li> </ul> </li> </ul>
--	--	--	--

			<p>instruments, two different notes.</p> <ul style="list-style-type: none"> <li>o Play and Improvise – Using your instruments, listen and play your own answer using two different notes.</li> <li>o Improvise! – Take it in turns to improvise using three different notes.</li> </ul> <p><b>Composition</b></p> <p>Help create at least one simple melody using one, three or all five different notes.</p> <p>Plan and create a section of music that can be performed within the context of the unit song.</p> <p>Talk about how it was created.</p> <p>Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p> <p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p> <p><b>Performance</b></p> <p>To choose what to perform and create a programme.</p> <p>Present a musical performance designed to capture the audience.</p> <p>To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit.</p> <p>To record the performance and say how they were feeling, what they were pleased with what they would change and why.</p>
--	--	--	--

Year 5

Autumn	Spring	Summer	Knowledge and Skills
<p>Livin' on a Prayer Classroom Jazz</p>	<p>Recorder unit Adele</p>	<p>Preparing for Echoes Dancing in the Street Reflect, rewind and replay</p>	<p><b>Listen and Appraise</b> To identify and move to the pulse with ease. To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listen carefully and respectfully to other people's thoughts about the music. When you talk try to use musical words. To talk about the musical dimensions working together in the Unit songs. Talk about the music and how it makes you feel</p> <p><b>Games</b> Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Pupils will complete the following in relation to the main song, using three notes:</p> <ul style="list-style-type: none"> <li>● Bronze Challenge <ul style="list-style-type: none"> <li>○ Find the pulse</li> <li>○ Copy back rhythms based on the words of the main song, that include syncopation/off beat</li> <li>○ Copy back one-note riffs using simple and syncopated rhythm patterns</li> </ul> </li> <li>● Silver Challenge <ul style="list-style-type: none"> <li>○ Find the pulse</li> <li>○ Lead the class by inventing rhythms for others to copy back</li> <li>○ Copy back two-note riffs by ear and with notation</li> <li>○ Question and answer using two different notes</li> </ul> </li> <li>● Gold Challenge <ul style="list-style-type: none"> <li>○ Find the pulse</li> </ul> </li> </ul>

			<ul style="list-style-type: none"> <li>○ Lead the class by inventing rhythms for them to copy back</li> <li>○ Copy back three-note riffs by ear and with notation</li> <li>○ Question and answer using three different notes</li> </ul> <p><b>Singing</b></p> <ul style="list-style-type: none"> <li>To sing in unison and to sing backing vocals.</li> <li>To enjoy exploring singing solo.</li> <li>To listen to the group when singing.</li> <li>To demonstrate a good singing posture.</li> <li>To follow a leader when singing.</li> <li>To experience rapping and solo singing.</li> <li>To listen to each other and be aware of how you fit into the group.</li> <li>To sing with awareness of being 'in tune'.</li> </ul> <p><b>Playing</b></p> <ul style="list-style-type: none"> <li>Learn to play the recorder</li> <li>To rehearse and perform recorder pieces</li> <li>Play a musical instrument with the correct technique within the context of the Unit song.</li> <li>Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.</li> <li>To rehearse and perform their part within the context of the Unit song.</li> <li>To listen to and follow musical instructions from a leader.</li> <li>To lead a rehearsal session.</li> </ul> <p><b>Improvisation</b></p> <ul style="list-style-type: none"> <li>Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</li> </ul> <ol style="list-style-type: none"> <li>1. Play and Copy Back <ul style="list-style-type: none"> <li>○ Bronze – Copy back using instruments. Use one note.</li> </ul> </li> </ol>
--	--	--	--



			<p>o Silver – Copy back using instruments. Use the two notes.  o Gold – Copy back using instruments. Use the three notes.  2. Play and Improvise You will be using up to three notes:  o Bronze – Question and Answer using instruments. Use one note in your answer.  o Silver – Question and Answer using instruments. Use two notes in your answer. Always start on a G.  o Gold – Question and Answer using instruments. Use three notes in your answer. Always start on a G.  3. Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan:  o Bronze – Improvise using one note.  o Silver – Improvise using two notes.  o Gold – Improvise using three notes.  Classroom Jazz 2 – Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)</p> <p><b>Composition</b>  Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.  Explain the keynote or home note and the structure of the melody.  Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.  Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p> <p><b>To choose what to perform and create a programme.</b></p> <ul style="list-style-type: none"> <li>● To communicate the meaning of the words and clearly articulate them.</li> <li>● To talk about the venue and how to use it to best effect.</li> <li>● To record the performance and compare it to a previous performance.</li> <li>● To discuss and talk musically about it – “What went well?” and “It</li> </ul>
--	--	--	---

			would have been even better if...?"
--	--	--	-------------------------------------

Year 6

Autumn	Spring	Summer	Knowledge and Skills
Happy! Classroom Jazz Ocarinas for Christmas carols	A New Year Carol You've got a Friend	Music and Me Production songs	<p><b>Listen and Appraise</b></p> <p>To identify and move to the pulse with ease. To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listen carefully and respectfully to other people's thoughts about the music. Use musical words when talking about the songs. To talk about the musical dimensions working together in the Unit songs. Talk about the music and how it makes you feel, using musical language to describe the music.</p> <p>Games</p> <p>Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Pupils will complete the following in relation to the main song, using three notes:</p> <ul style="list-style-type: none"> <li>● Bronze Challenge</li> </ul>

			<ul style="list-style-type: none"> <li>○ Find the pulse</li> <li>○ Copy back rhythms based on the words of the main song, that include syncopation/off beat</li> <li>○ Copy back one-note riffs using simple and syncopated rhythm patterns <ul style="list-style-type: none"> <li>● Silver Challenge</li> </ul> </li> <li>○ Find the pulse</li> <li>○ Lead the class by inventing rhythms for others to copy back</li> <li>○ Copy back two-note riffs by ear and with notation</li> <li>○ Question and answer using two different notes <ul style="list-style-type: none"> <li>● Gold Challenge</li> <li>● Find the pulse</li> <li>● Lead the class by inventing rhythms for them to copy back</li> <li>● Copy back three-note riffs by ear and with notation</li> <li>● Question and answer using three different notes</li> </ul> </li> </ul> <p><b>Singing</b></p> <ul style="list-style-type: none"> <li>● To sing in unison and to sing backing vocals.</li> <li>● To demonstrate a good singing posture.</li> <li>● To follow a leader when singing.</li> <li>● To experience rapping and solo singing.</li> <li>● To listen to each other and be aware of how you fit into the group.</li> <li>● To sing with awareness of being 'in tune'.</li> </ul> <p><b>Playing</b></p> <p>Play a musical instrument with the correct technique within the context of the Unit song.</p> <p>Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.</p> <p>To rehearse and perform their part within the context of the Unit song.</p> <p>To listen to and follow musical instructions from a leader.</p>
--	--	--	---

			<p>To lead a rehearsal session.</p> <p><b>Improvisation</b>          Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p> <ol style="list-style-type: none"> <li>1. Play and Copy Back           <ul style="list-style-type: none"> <li>○ Bronze – Copy back using instruments. Use one note.</li> <li>○ Silver – Copy back using instruments. Use the two notes.</li> <li>○ Gold – Copy back using instruments. Use the three notes.</li> </ul> </li> <li>2. Play and Improvise You will be using up to three notes:           <ul style="list-style-type: none"> <li>○ Bronze – Question and Answer using instruments. Use one note in your answer.</li> <li>○ Silver – Question and Answer using instruments. Use two notes in your answer. Always start on a G.</li> <li>○ Gold – Question and Answer using instruments. Use three notes in your answer. Always start on a G.</li> </ul> </li> <li>3. Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan:           <ul style="list-style-type: none"> <li>○ Bronze – Improvise using one note.</li> <li>○ Silver – Improvise using two notes.</li> <li>○ Gold – Improvise using three notes.</li> </ul> </li> </ol> <p>Classroom Jazz 2 – Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)</p> <p><b>Composition</b>          Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.          Explain the keynote or home note and the structure of the melody.          Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.          Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial</p>
--	--	--	--

			<p>notation)</p> <p><b>Performance</b>          To choose what to perform and create a programme.          To communicate the meaning of the words and clearly articulate them.          To talk about the venue and how to use it to best effect.          To record the performance and compare it to a previous performance.          To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</p> <p><b>Stretch and Challenge end of KS2 (additional knowledge and skills)</b>          Lead a warm up for the whole school explaining what they are focusing on and why.          Compare pieces using musical language, showing a knowledge of genres and musical history.          Perform a harmony when singing, staying in tune and keeping to the pulse of the music.          Play a range of more complex pieces.          Create longer improvised pieces for different purposes, using a clear knowledge of patterns of rhythm and melody.          Notate more complex pieces of music, using the correct terminology for notes and musical elements.          Sing/perform an instrument with accuracy, fluency, control, expression and connect with the audience.          Understand the purpose and show the discipline to rehearse a piece of music to a performance standard.</p>
--	--	--	--

## Assessment

The strands of musical learning in Charanga are part of a learning spiral. Over time, pupils both develop new musical knowledge, skills and concepts, and re-visit and embed previously taught musical knowledge, skills and concepts. Assessment of pupils’ learning in Music is an ongoing monitoring of pupils’

learning by the class teacher throughout lessons. As in all subjects, lessons start with a recap of previous learning. Teachers use quick fire formative assessment activities in lessons to check retention of knowledge, such as true/false, thumbs up/down and low stakes quizzes. They also observe closely group and paired work. This assessment is then used to inform support and challenge for each pupil and to make adaptations to future lessons. Floor books are used by pupils to reflect on and record their learning at the end of each half term. Summative assessment is based on learning seen throughout the units and is recorded on Bromcom at the end of each term. It is analysed by the subject leader.

## **Impact**

**By the time our pupils leave Curzon, they will:**

- have had many practical experiences, including live performances
- be able sing a melody, feel a pulse and create rhythms across a variety of genres.
- be able to read graphic notation and use a rich bank of musical vocabulary to describe what they have heard and explain their thoughts and feelings about it.
- be able to play the recorder, glockenspiel and other instruments
- be confident listeners, composers and performers, ready for their next stage of education
- have gained a better understanding of culture and history through studying and listening to a wide variety of music