



Music



INTENT

At Ashlands, it is our intent to make music an enjoyable learning experience.

The National Curriculum for music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music
- Be taught to sing, create and compose music
- Understand and explore how music is created, produced and communicated.

Our intention is that children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing and composing across a variety of historical periods, traditions and musical genres.

IMPLEMENTATION


Our music curriculum ensures children have the opportunity to sing, listen, play, perform in a variety of styles and across a range of historical periods. This is embedded in music lessons in the classroom, singing assemblies, concerts and performances and the learning of instruments. Whole class music lessons are taught and teachers follow the Charanga music scheme. Alongside class music taught by the class teachers, children in Year 2 and Year 4 have the opportunity to be taught an instrument as a whole class via the Bradford Music service: violin in Year 2 and ukulele in Year 4.



Our school orchestra 'Razzmatazz' invites children of all abilities to join them in a weekly practice to celebrate the joy of playing an instrument.

IMPACT

Through our music curriculum, we aim for the children to develop the fundamental abilities of achievement, self-confidence, interaction with, awareness of others, self-reflection and a 'LOVE' of music.

| Music Subject Overview | | | | | | |
|---|--|-----------------|-----------------|-----------------|-----------------|-----------------|
|  | AUTUMN 1 | AUTUMN 2 | SPRING 1 | SPRING 2 | SUMMER 1 | SUMMER 2 |
| Nursery | <p>I can follow and remember the actions in songs and rhymes. I can make up my own dances. I can count and clap syllables in words. I can listen to the sounds I hear around me. I can sing a song. I can play a musical instrument to accompany a song. I can make different sounds with a musical instrument or my voice. I can make up my own songs.</p> | | | | | |
| Reception (Charanga) | <p>Listening and responding to different styles of music Embedding foundations of the interrelated dimensions of music Learning to, sing or sing along with nursery rhymes and action songs Improvising leading to playing classroom instruments Singing and learning to play instruments within a song Share and perform the learning that has taken place</p> | | | | | |

| | | | | | | |
|---------------|---|--|---|---|---|---|
| | <p>Autumn1: Me! Find the pulse. Copy-clap the rhythm of names. Explore high sounds and low sounds using voices and glockenspiels. Listen and join in with movement and singing time. Talk about how music makes you feel.</p> | <p>Autumn 2: My Stories Find the pulse as one of the characters from the song. Copy-clap the rhythm of small phrases from the songs. Explore high pitch and low pitch in the context of the songs. Explore music making. Invent a pattern to go with a song using one note. Listen and join in with movement and singing time. Match the pitch and melody. Talk about how music makes you feel.</p> | <p>Spring 1: Everyone! Invent ways to find the pulse. Copy-clap some rhythms of phrases from the songs. Explore high pitch and low pitch in the context of the songs. Use the starting note to explore melodic patterns using one or two notes. Engage in music making and perform in a group. Listen and join in with singing time exploring a wide range of songs. Match the pitch and melody.</p> | <p>Spring 2: Our World Find the pulse and show others your ideas. Copy-clap some rhythms of phrases from the songs. Explore high pitch and low pitch using the images from the songs. Use the starting note to explore melodic patterns using one or two notes. Engage in music making and perform in a group. Listen and join in with singing time exploring a wide range of songs.</p> | <p>Summer 1: Big Bear Funk Find a funky pulse. Copy-clap 3/ 4 word phrases from the song. Keep the beat of the song with a pitched note. Add pitched notes to the rhythm of the words or phrases in the song. Enjoy playing patterns using a combination of any of the three notes C, D and E. Enjoy performing to an audience. This could be in a group or solo performances.</p> | <p>Summer 2: Reflect, Rewind, Replay Consolidate learning and revise skills covered. Explore music making and dance, performing solo pieces or in a group. Enjoy performing on a stage to an audience. This could be in a group or solo performances.</p> |
| Year 1 | <p>Hey You! is written in an Old-School Hip Hop style for children to learn about the differences between pulse, rhythm and pitch and to learn how to rap and enjoy it in its original form. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other Old-</p> | <p>Rhythm in the way we walk. All the learning is focused around two songs: Rhythm In The Way We Walk (Reggae style) and Banana Rap (Hip Hop style). Children will Listen & Appraise other styles of music and continue to embed the interrelated dimensions of</p> | <p>In The Groove – Children learn about different styles of music. The song has been arranged in six different styles; Blues, Baroque, Latin, Bhangra, Folk and Funk. Each week we will listen and learn a different style of In The Groove. In the Listen and Appraise section of</p> | <p>Round and Round: All the learning is focused around one song: Round And Round, a Bossa Nova Latin style. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and</p> | <p>Your Imagination: Listen and Appraise the song Your Imagination (and other songs about using your imagination). Play instruments, compose new lyrics for the song. ‘Call and response’ activities using the song.</p> | <p>Reflect, rewind and replay: This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music</p> |

| | | | | | | |
|---------------|---|--|--|--|---|---|
| | School Hip Hop tunes. | music through games and singing | this unit children will also listen to a well-known song in that week's style. | playing instruments are all linked | | |
| Year 2 | <p>Hands, Feet, Heart: This is a song written for children to celebrate and learn about South African Music. The learning is focused around one song: Hands, Feet, Heart. Children explore the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise different styles of South African music.</p> | <p>Ho Ho Ho: All the learning is focused around one song: Ho Ho Ho - a Christmas song. Children will Listen & Appraise other styles of music and continue to embed the interrelated dimensions of music through games, singing and playing.</p> | <p>I Wanna Play In A Band: This is a Rock song written especially for children. In this song you learn about singing and playing together in an ensemble.</p> <p>As well as learning to sing, play, improvise and compose with this song, children will listen and appraise classic Rock songs.</p> | <p>Zootime: A Reggae Song for Children. All the learning is focused around one song: Zootime. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p> | <p>Friendship Song: Listen and Appraise the Friendship Song and other songs about friendship. Children will play instruments over the song and improvise singing.</p> | <p>Reflect, rewind and replay: This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music</p> |
| Year3 | <p>Let Your Spirit Fly. This is a six-week Unit of Work. All the learning is focused around one song: Let Your Spirit Fly. The material presents an integrated approach to music where games, the dimensions of music</p> | <p>Glockenspiel Stage 1. This is a Unit of Work that introduces the children to learning about the language of music through playing the glockenspiel. The learning is focused around</p> | <p>Three Little Birds. It has an integrated approach to music where games, elements of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked. As well as learning to sing,</p> | <p>Dragon Song: This is a song about kindness, respect, friendship, acceptance and happiness. Children will listen and appraise folk songs from around the world as well as</p> | <p>Bringing us Together. This is a Disco song about friendship, peace, hope and unity. Children will sing and improvise, as well as explore dimensions of music such as pulse, rhythm and pitch.</p> | <p>Reflect, rewind and replay. This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of</p> |

| | | | | | | |
|---------------|--|---|--|--|---|---|
| | (pulse, rhythm, pitch etc), singing and playing instruments are all linked. | exploring and developing playing skills through the glockenspiel or if you have previous knowledge, the recorder. | play, improvise and compose with this song, children will listen and appraise other Reggae songs. | singing and performing. | They will also listen to and appraise other well-known disco songs. | Music and the beginnings of the Language of Music |
| | | | | | | |
| Year 4 | Mamma Mia. This is a six-week Unit of Work. All the learning in this unit is focused around this one song. Musical Activities – explore the interrelated dimensions of music through: a. Warm Up Games b. Flexible Games c. Learn to Sing the Song d. Play Instruments and improvise with the Song. | Glockenspiel Stage 2. This is a Unit of Work that introduces the children to learning about the language of music through playing the glockenspiel. The learning is focused around exploring and developing playing skills through the glockenspiel. | Stop! All the learning is focused around one song: Stop! - a rap/song about bullying. You will learn about the interrelated dimensions of music through games, singing and composing | Lean On Me. All the learning is focused around one song: Lean On Me. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked. | Blackbird: Children will listen to and learn about this song and others by The Beatles. Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through warm-up Games (including vocal warm-ups), learning to Sing the Song, playing Instruments with the song and performance. | Reflect, Rewind and Replay - consolidating the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music. |
| | | | | | | |
| Year 5 | Livin' On A Prayer. All the learning is focused around this song: The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments | Classroom Jazz 1. All the learning is focused around two tunes and improvising: Three Note Bossa and Five Note Swing | Make You Feel My Love. Focused around this song by Adele (written by Bob Dylan). It is an integrated approach to music where games, elements of music (pulse, rhythm, pitch etc), singing | Fresh Prince of Bel-Air. Pupils will listen and appraise song and other Hip Hop tunes. Children will learn to sing the song, play instruments with the song as well as improvise and compose. | Dancing in the Street. Work based around this song by Martha and the Vandellas. Children will listen to and learn about Motown music, as well as learn to sing the song and improvise to it | Reflect, Rewind and Replay. This Unit of Work consolidates the learning that has occurred during year 5. All the learning is focused around revisiting songs and musical activities, a context for the History of |

| | | | | | | |
|---------------|--|---|---|--|--|---|
| | are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other classic rock songs. | | and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other Pop Ballads. | | with voices and instruments. | Music and the beginnings of the Language of Music. |
| | | | | | | |
| Year 6 | Happy. The activities are based around this song by Pharrell Williams. The unit of work is an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. | Classroom Jazz 2. This is a six-week Unit of Work that builds on previous learning. It is supported by weekly lesson plans and assessment. All the learning is focused around two tunes and improvising: Bacharach Anorak and Meet The Blues. | A New Year Carol All the learning is focused around one song from Benjamin Britten's Friday Afternoons: A New Year Carol. Other learning within the unit gives the children the opportunity to research Benjamin Britten's life and to listen to many of his other works | You've Got A Friend. Children will look at and sing this and other songs by Carole King. It is an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. | Music In Me. focusing on inspirational women working in music. They will be invited to try out different ways of making their own music, while exploring the work of some of the most influential women in music over the last 100 years. | Reflect, Rewind and Replay. This Unit of Work consolidates the learning that has occurred during year 6. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music. |
| | | | | | | |