



Intent & Long-Term Plan

Music

Co-op Academy Woodslee provides an inspiring music curriculum, with our main objective to develop a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of music from different countries and cultures.

At Co-op Academy Woodslee, we cover the full scope of the National Curriculum. Our intention is that children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres. We are committed to ensuring children understand and value the importance of music in our wider community and are able to use their skills, knowledge and experiences to involve themselves in music in a variety of contexts. We encourage aspiration in our music curriculum and believe that every child should have the opportunity to sing and play an instrument and aspire to be a musician. We have a respect for the role that music may wish to be expressed in any person's life and help children to discover who they are.

We have chosen our content carefully, investing in an award-winning programme that provides high quality, consistent music education throughout school. Charanga Musical School is a world-leading music teaching and learning platform, which is recognised internationally as promoting a modern and vibrant class music programme across the whole school that supports all the requirements of the national curriculum and underpins Ofsted's wish to see continuous genuine music making. We strive to promote pupils' sense of community, aspiration and identity, asking themselves 'Who am I?', and believe that Charanga music gives them the platform to do this successfully. Our aim is to ensure all children are provided with a music curriculum that gives them opportunities to be creative and expressive with the skills and knowledge they develop. Encouraging creativity teaches children some of the most important life skills such as problem solving, empathy, communication, responsibility, commitment and dedication, as well as discipline.

The music curriculum ensures that children sing, listen, play, perform and evaluate. This is embedded in classroom music lessons as well as weekly singing assemblies, various concerts and performances and the learning of instruments. The elements of music are taught in the classroom lessons so that children are able to use some of the language of music to dissect it, and understand how it is made, played, appreciated and analysed. In the classroom students learn how to play an instrument using wind and percussion instruments. Year 4, 5 and 6 learn to play the violin throughout the year and continue this as they move through the school with weekly lessons each term. Children also learn how to compose, focussing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music. Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.

In Music, we encourage and inspire an enjoyment and appreciation of music through a wide range of opportunities and cross-curricular links. All children will develop individual skills in the three key areas through quality teaching: listening and appraising, exploring and composing, performing and sharing. They will also develop an awareness of the importance of music and music transitions and how music has changed over time.

In EYFS children are introduced to nursery rhymes and challenged to learn these off by heart. They will also be introduced to moving with the pulse of the music and understand how song words can tell stories and paint pictures. Children will understand what a performance is and be able to take part in a performance with singing, actions and a simple instrumental part.

In Year 1 children will learn five songs by heart. They will be able to recognise the sound and names of some of the musical instruments they use and understand that music has a steady pulse, like a heartbeat. They will learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. Children will understand that they can make different types of sounds with their voices, singing notes of different pitches (high and low). They will be able to start and stop singing when following a leader and follow musical instructions from a leader. Children will know that they can create rhythms from words, our names, favourite food, colours and animals and that we can rap or say words in rhythm.

In Year 2 children will learn at least 5 songs by heart. Children will start to learn that some songs have a chorus or a response/answer part and that all songs have a musical style. They know that music has a steady pulse, like a heartbeat but that rhythms are different from the steady pulse. Children will learn that we can add high and low sounds, pitch, when we sing and play our instruments. They will also learn the names of untuned percussion instruments played in class and begin to learn the names of the notes in their instrumental part from memory or when written down. Children will know that unison is everyone singing at the same time and that songs include other ways of using the voice e.g. rapping (spoken word). They will know the importance of warming up our voices before we sing and how to sit or stand comfortably when singing. Children will learn that when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. They will understand that everyone can improvise, and you can use one or two notes.

In Year 3 children will know five songs from memory and who sang them or wrote them. They will know the style of the five songs and be able to comment on its lyrics; what the song is about; any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch); identify the main sections of the song (introduction, verse, chorus etc.) and name some of the instruments they heard in the song. Children will know how to find and demonstrate the pulse and know the difference between pulse and

rhythm. They will also understand how pulse, rhythm and pitch work together to create a song. Children will know and be able to talk about singing in a group being called a choir and that a leader or conductor is a person who the choir or group follow. They will understand that songs can make you feel different things e.g. happy, energetic or sad and that singing as part of an ensemble or large group is fun, but that you must listen to each other. Children will know and be able to talk about instruments being used in class (glockenspiel and recorder) . They will rehearse and perform their part within the context of the Unit song and will listen to and follow musical instructions from a leader. Children will learn and understand the terms improvisation and composition and be able to use both of these effectively in their music lessons. They will also be able to share music with others through performance and understand that a performance will need to be planned carefully and it involves communicating thoughts, feelings and ideas about a song or piece of music.

In Year 4 children will know five songs from memory and who sang them or wrote them. They will also know the style of the five songs. Children will know that singing in a group is called a choir and that a leader or conductor is a person who the choir or group follow. They will understand that songs can make you feel different things e.g. happy, energetic or sad and that singing as part of an ensemble or large group is fun, but that you must listen to each other. Children will also be introduced to texture and how a solo singer makes a thinner texture than a large group. Children will know and be able to talk about the instruments used in class (a glockenspiel, recorder or xylophone) and other instruments they might play or be played in a band or orchestra or by their friends. They will rehearse and perform their part within the context of the Unit song and will listen to and follow musical instructions from a leader. Children will learn and understand the terms improvisation and composition and be able to use both of these effectively in their music lessons. They will also be able to share music with others through performance and understand that a performance will need to be planned carefully and it involves communicating thoughts, feelings and ideas about a song or piece of music.

In Year 5 children will know five songs from memory, who sang or wrote them, when they were written and, if possible, why? They will also know the style of the five songs and name other songs from the Units in those styles. Children will know and be able to talk about how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song; how to keep the internal pulse and Musical Leadership: creating musical ideas for the group to copy or respond to. When playing instruments, children will know and be able to talk about different ways of writing music down – e.g. staff notation, symbols. They will be introduced to the notes C, D, E, F, G, A, B + C on the treble stave. They will also be able to talk about the instruments they might play or be played in a band or orchestra or by their friends. Children will know and be able to talk about improvisation. They will learn and understand that they can use some of the riffs they have heard in the Challenges in their improvisations. They will also know three well-known improvising musicians. Children will be able to talk about a composition and that it has a pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure. Children will be able to share music with others through performance and understand that a performance will need to be planned carefully and it involves communicating thoughts, feelings and ideas about a song or piece of music.

In Year 6 children will confidently know five songs from memory, who sang or wrote them, when they were written and why. They will be able to sing the songs and sing them with a strong internal pulse. They will also know the style of the five songs and name other songs from the Units in those styles. Children will know and be able to talk about how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song; how to keep the internal pulse and Musical Leadership: creating musical ideas for the group to copy or respond to. When playing instruments, children will know and be able to talk about different ways of writing music down – e.g. staff notation, symbols. They will be introduced to the notes C, D, E, F, G, A, B + C on the treble stave. They will also be able to talk about the instruments they might play or be played in a band or orchestra or by their friends. Children will know and be able to talk about improvisation. They will learn and understand that they can use some of the riffs they have heard in the Challenges in their improvisations. They will also know three well-known improvising musicians. Children will be able to talk about a composition and that it has a pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure. Children will be able to share music with others through performance and understand that a performance will need to be planned carefully and it involves communicating thoughts, feelings and ideas about a song or piece of music.

Music Long Term Plan (Charanga)

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Action songs	Me!	Hey You!	Hands, Feet, Heart	Let Your Spirit Fly	Mamma Mia	Livin' On A Prayer	Happy
Autumn 2	Action songs	My Stories	Rhythm In The Way We Walk and Banana Rap	Ho Ho Ho	Glockenspiel 1	Glockenspiel 2	Classroom Jazz 1	Classroom Jazz 1
Spring 1	Well known songs	Everyone	In the Groove	I Wanna Play In A Band	Three Little Birds	Stop!	Make You Feel My Love	A New Year Carol

Spring 2	Well known songs	Our World	Round and Round	Zootime	The Dragon Song	Lean On Me	The Fresh Prince of Bel Air	You've got A Friend
Summer 1	Number songs	Big bear funk	Your Imagination	Friendship Song	Bringing Us Together	Blackbird	Dancing In The Street	Music and Identity
Summer 2	Number songs	Reflect, Rewind and Replay.	Reflect, Rewind and Replay	Reflect, Rewind and Replay				
Enhancing the music curriculum through experience.	<p>Whole school Philharmonic trip - KS2 - March 2022. KS1 June 2022 AmaSing schools concert (KS2) July 2022 - Floral Pavillion Choir visit to Eastham - December 2021</p>							

Music National Curriculum Coverage

National Curriculum Objectives	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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						
Create, select and combine sounds using the inter-related dimensions of music.						
KS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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.

