



Music Statement of Curriculum Intent, Implementation and Impact

Intent

At Humshaugh C of E (Aided) First School we aim to enable our children to use the universal language of music within a high quality musical education that promotes the love of music and use of talent in a variety of contexts. Children are taught through a combination of practical and theoretical activities which build upon cumulative learning and a progression of skills within our bespoke music curriculum. All children are taught to sing by the subject leader who is a music and Performing Arts specialist, from Reception to Year 4. Children are taught to use the language of music in context (called the Elements of Music) and have opportunities to appraise and listen to a wide range of music across several genres. Our children also use tuned percussion instruments to learn how to read music in a practical context. Children also have opportunities to learn musical instruments including piano and recorder with experienced and enthusiastic tutors.

Implementation

At Humshaugh First School we want our children to feel confident to express their musicality by following the National Curriculum Programme of Study which informs our use of the 'Charanga' music scheme and our own bespoke singing and performance curriculum. Music and singing are taught discretely but links are made wherever possible with the rest of the curriculum, for example through Worship. Children are regularly assessed in their accuracy of lyrical performance and performance techniques as well as in their musical language choices based on the elements of music. This assessment informs the next stage of planning for each year group.

Impact

We aim for all children to reach their full potential through our music curriculum and as are Vision sets out, the seeds sown in First school will lead to children using music as fulfilment socially, spiritually and emotionally as they grow into adulthood. We want our children to develop their own musical identity whilst capitalising on the human need to be part of something.

Children at Humshaugh First School love to sing and create music, and in doing so gain musical skills that they can apply through further education and into adulthood. We love to sing and perform to a high standard throughout the school year including Nativities, Carol Concerts, Christmas singing for our Friends from the Village, Easter Service and in our Summer Leaver whole school production.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Charanga ME!	Charanga MY STORIES	Charanga EVERYONE	Charanga OUR WORLD	Charanga BIG BEAR FUNK	Charanga REFLECT, REWIND and REFLECT
Year 1	Charanga HEY YOU!	Charanga RHYTHM IN THE WAY WE WALK / BANANA RAP	Charanga IN THE GROOVE	Charanga ROUND AND ROUND	Charanga YOUR IMAGINATION	Modern Period: Composer Study GUSTAV HOLST & GEORGE GERSHWIN
Year 2	Charanga HANDS, FEET, HEART	Charanga HO HO HO	Charanga I WANNA PLAY IN A BAND (Notation)	Charanga ZOOTIME	Charanga FRIENDSHIP SONG	Impressionist Period: Composer Study CLAUDE DEBUSSY
Year 3	Charanga LET YOUR SPIRIT FLY	Charanga GLOCKENSPIEL 1 (Notation)	Charanga THREE LITTLE BIRDS	Charanga DRAGON SONG	Charanga BRINGING US TOGETHER & CELTS & ROMANS SONGS (Topic)	Baroque Period: Composer Study BACH & HANDEL
Year 4	Charanga MAMMA MIA	Charanga GLOCKENSPIEL 2 (Notation)	Charanga STOP & THE VIKINGS (Topic)	Charanga LEAN ON ME	Charanga BLACKBIRD & ANCIENT EGYPT (Topic)	Classical Period: Composer Study BEETHOVEN & MOZART

Progression of key skills from EYFS to Y4

Year group	Performing	Composition & Improvisation including notation	Listening and appraising	Vocabulary
EYFS	<p>Early Years Music Development</p> <p>Vocalising and Singing</p> <p>Moving and Dancing</p> <p>Use of media and materials</p>	<p>Early Years Music Development</p> <p>Exploring and Playing</p> <p>Use of media and materials</p> <p>Represent their own ideas, thoughts and feelings through music</p>	<p>Early Years Music Development</p> <p>Hearing and Listening</p>	<p>Loud</p> <p>Soft</p> <p>Quiet</p> <p>Beat</p> <p>Pulse</p>
Year 1	<p>To be able to find their singing voice and sing familiar songs expressively.</p> <p>To begin to move rhythmically.</p> <p>To add actions to songs.</p> <p>To use instruments to perform.</p> <p>To copy sounds and explore different sounds with their voice.</p> <p>To make loud and quiet sounds.</p>	<p>To make different sounds with their voices.</p> <p>To copy simple rhythmic patterns.</p> <p>To follow simple symbols to represent sounds e.g. long and short tap and shake, loud and quiet.</p> <p>To use action to show pitch changes.</p> <p>To explore how sounds can be made using instruments.</p> <p>To tell the difference</p>	<p>To be able to respond to different moods in music.</p> <p>To recognise repeated patterns.</p> <p>To follow instructions on how to play and sing.</p> <p>To be able to describe the difference between fast and slow tempo.</p> <p>To identify two types of sound happening at the same time.</p>	<p>Pitch, rhythm, tempo (pulse), basic dynamics (loud, quiet, silence), duration, graphic scores.</p>

		<p>between long and short sounds.</p> <p>To give a reason for choosing an Instrument.</p> <p>To tell the difference between high and low sounds.</p>		
Year 2	<p>To sing accurately at a given pitch.</p> <p>To perform with others.</p> <p>To clap a pulse with increasing or decreasing tempo.</p> <p>To sing/play rhythmic patterns in a contrasting tempo keeping to a pulse.</p>	<p>To order a sequence of sounds to create a beginning, middle and end.</p> <p>To use symbols to represent sound.</p> <p>To make connections between notations and musical sound.</p> <p>To use actions to show pitch changes.</p> <p>To use simple structures in a piece of music.</p>	<p>To improve their own work.</p> <p>To listen out for particular things.</p> <p>When listening to music to recognise sounds that move by step and by leaps.</p>	<p>Pitch, rhythm, tempo (pulse), basic dynamics (loud, quiet, silence), duration, graphic scores.</p>
Year 3	<p>To control their voice when singing.</p> <p>To play clear notes on instruments.</p> <p>To develop the confidence to perform in front of others.</p>	<p>To know that phrases are where we breathe in a song.</p> <p>To use different elements in their composition.</p> <p>To create repeated patterns with</p>	<p>To use musical vocabulary (elements of music) to describe a piece of music or a composition.</p> <p>To use musical words to describe what they like</p>	<p>Intervals, keys (major/minor), chords, pitch, harmony, form, notation (treble clef), graphic scores, instrumentation, expression, rhythm,</p>

	<p>To sing songs as a group keeping in time. To sing in tune with expression.</p>	<p>different instruments. To clap and play a range of simple rhythms from notation. To understand how the use of tempo can provide musical contrast within a piece of music.</p>	<p>and dislike. To recognise how they can improve their work. To identify repetition, contrasts and variations.</p>	<p>dynamics, texture, duration, time signatures (simple), accidentals (#, b naturals).</p>
Year 4	<p>To sing and play confidently as a group. To sustain a chord or repeating note to a song or tune. To improvise using repeated pattern. To use selected pitches simultaneously. To produce a simple harmony.</p>	<p>To experiment with sounds to create Music. To follow traditional notation for simple rhythms - understand how to use crotchets, quavers in pairs, minims, semibreves and their equivalent rests when writing down any rhythms in 4/4 time. To use letter names when memorising simple melodic patterns. To use notation in performance. To show how they can use dynamics to provide contrast.</p>	<p>To develop opinions about different types of music in class discussion. To start to identify the character of a piece of music. To compare different kinds of genre. To explain the place of silence and what effect it has. To identify how a change in timbre can change the effect of a piece of music.</p>	<p>Intervals, keys (major/minor), chords, pitch, harmony, form, notation (treble clef), graphic scores, instrumentation, expression, rhythm, dynamics, texture, duration, time signatures (simple), accidentals (#, b naturals).</p>

