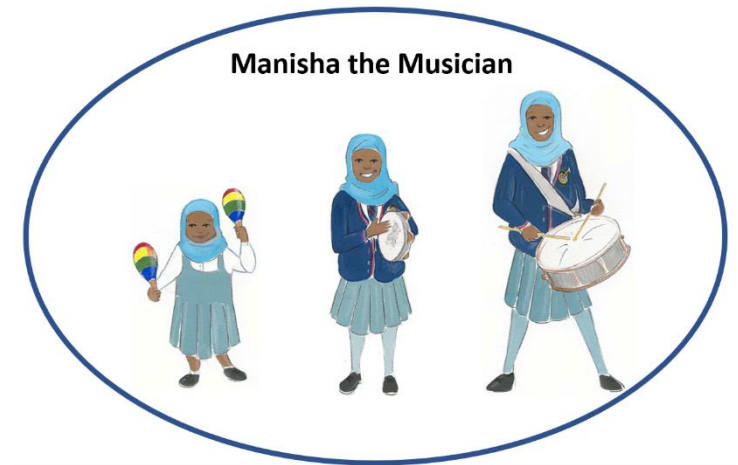




Music

Long Term Curriculum Map

Whole School Scheme of Learning



Intent: Why our Music curriculum looks like this?

Music is an integral part of life at Barley Fields Primary, taught with enthusiasm, passion and creativity. It is our intention that children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of periods, styles, traditions, and musical genres. Our music teaching is designed to be hands-on, practical, fun and inspiring. We ensure all children have opportunities to take part in a variety of musical experiences both in school and further afield. We offer every child a period of sustained study to learn an instrument and facilitate additional music tuition delivered by Tees Valley Music Service.

Implementation: How will we achieve this?

Our children follow a carefully structured Music curriculum which has been designed to ensure our children know more, remember more and do more as they progress through our school. The curriculum is supported by the Charanga Music Scheme and Tees Valley Music Service. Our curriculum is taught using three concept led strands. In each unit they will learn to:

- **Listen and Appraise** – a range of music styles, songs and compositions
- **Engage in Musical Activities** – develop music specific skills and knowledge through playing games, Playing alongside, Improvising and Composing music.
- **Singing**
- **Performing** – engage in a range of performance events in the classroom, school and to wider audiences.

Each strand is embedded and applied through thematic units of learning focused on a song and which link and reinforce the interrelated dimensions of music in a progressive manner.




Our approach allows children to apply and enhance their music skills in a practical way. Children have regular opportunities to explore many rich and diverse types of music, actively listen to, reflect and appraise, compose and perform (using a mix of tuned and untuned instruments), during their musical journey through school.

Music is further enriched beyond the classroom through our vibrant assemblies and our children enjoy sharing their love of singing through various celebration assemblies, concerts and productions throughout the year. Music is further enriched with the support of Tees Valley Music Service and all children have two sustained opportunities to learn a musical instrument whilst in KS2.


Our children are taught to understand the core skills needed to work as a musician with the use of the school curriculum character – Manisha the Musician. This character is regularly used to encourage children to reflect on the key skills and attitudes needed when working within the Music curriculum.

Early Years
Manisha the Musician




- ✓ I join in with singing activities.
- ✓ I can perform action songs and rhymes.
- ✓ I enjoy making music with instruments.
- ✓ I can clap to a beat.
- ✓ I can talk about sounds.
- ✓ I can talk about music that I like.

Key Stage 1
Manisha the Musician



- ✓ I enjoy singing different songs and rhymes.
- ✓ I enjoy making music with a range of instruments.
- ✓ I can clap the beat and recognise a simple rhythm.
- ✓ I can talk about the sounds I hear.
- ✓ I can create simple music pieces.
- ✓ I can talk about music styles and composers that I like.

Key Stage 2
Manisha the Musician



- ✓ I enjoy singing and like to perform for others.
- ✓ I enjoy composing music using tuned and untuned percussion.
- ✓ I can talk about music and identify beat, rhythm, volume, pitch and tempo.
- ✓ I can follow simple musical notation to play music on instruments.
- ✓ I can talk about music styles and composers.

Impact: How will we know that our children are achieving?

By the end of each key stage, children are expected to know, apply and understand the skills and techniques specified in the music curriculum plan.

Children are assessed using our SONAR tracking system which identifies clear and progressive end points. This ensures progress is maintained and end of key stage expectations are met by all children.

Children are assessed termly and a final summative assessment made at the end of the academic year.

In addition, we measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes;
- A celebration of learning for each term which demonstrates progression across the school (Curriculum Floor book);
- Pupil discussions about their learning (Pupil Voice);
- The annual tracking of standards across the curriculum.

Our Teaching Approach to Music:

At the beginning of a unit, the children should be introduced to their new topic through Manisha the Musician.

Each unit has suggested activities and resources to be utilised. These do not need to be duplicated onto ActivInspire unless the teacher feels this is necessary for that unit, and can be taught directly from the site.

<https://charanga.com/site/log-in>

The children will also have their own individual login for Charanga which can be used for composing their own pieces.

Our aim is for the music curriculum to be fun and practical with the children taking a very active role within each lesson.

Evidencing learning:

Both teachers and children should use Seesaw to evidence the learning. Children should be encouraged to leave a feedback comment on *videos* and *pictures* shared to form *pupil voice*. Children can upload a photo of their compositions and save them in the Music Folder.

Video evidence and pictures should be saved on the Floor book.

At a minimum, teachers should **take video and picture evidence of the beginning and ending of a musical journey** to show progression.

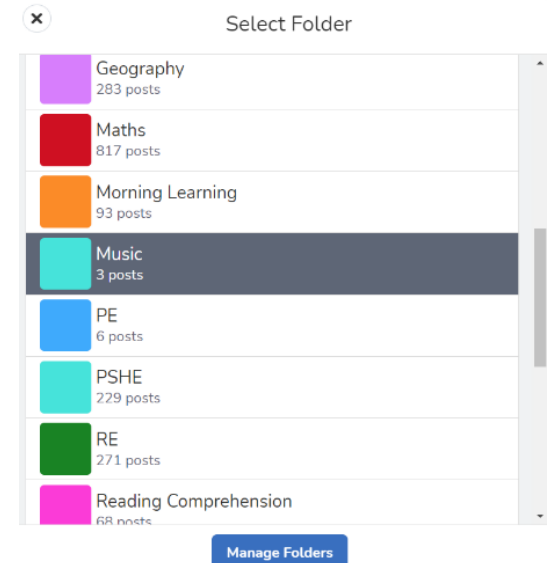


Formative Assessment:


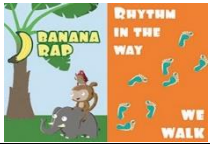




This should highlight pupils' strengths and weaknesses and should inform the planning of future lessons.

Teachers should provide effective verbal feedback throughout lessons. For example, correcting posture when singing or holding a recorder correctly.

Through recording performances and sharing these with the children, the children will have the opportunity to self-assess, discussing what they were pleased with, what they would change and why.




School Overview of Music teaching - teaching sequences







Year 1					
Autumn		Spring		Summer	
<p>Hey You!</p> 	<p>Rhythm in the way we walk and banana rap</p> 	<p>In the Groove</p> 	<p>Round and Round</p> 	<p>Your Imagination</p> 	<p>Reflect, Rewind and Replay</p> 
<ol style="list-style-type: none"> 1. Have you heard the song 'Hey You' by Joanna Mangona? 2. Can you play alongside the song? 3. Can you improvise alongside the song? 4. Can you compose with the song? 5. Do you know the song 'U Can't Touch This' by MC Hammer? Consolidation of composition of musical sections. 6. Do you know the song 'It's Like That' by Run DMC? Consolidation of composition of musical sections. 	<ol style="list-style-type: none"> 1. Have you heard the song - Rhythm in the Way we Walk by Joanna Mangona? 2. Can you sing the song 'Rhythm in The Way We Walk' by Joanna Mangona? 3. Can you perform the song 'Rhythm in The Way We Walk' by Joanna Mangona? 4. Have you heard the song 'Banana Rap' by Jane Sebba? 5. Can you sing the song 'Banana Rap' by Jane Sebba? 6. Can you perform the song 'Banana Rap' by Jane Sebba? 	<ol style="list-style-type: none"> 1. Have you heard the song 'In The Groove' by Joanna Mangona? 2. Can you play alongside the song? 3. Can you improvise alongside the song? 4. Can you compose with the song? 5. What do you think this week's style is? Consolidation of composition of musical sections. 6. What styles of music can remember from this unit? Consolidation of composition of musical sections. 	<ol style="list-style-type: none"> 1. Have you heard the song 'Round and Round' by Joanna Mangona? 2. Can you play alongside the song? 3. Can you improvise alongside the song? 4. What does improvising mean? 5. Have you heard Gramaphonedzie? 6. Can you perform Round and Round? 	<ol style="list-style-type: none"> 1. Have you heard the song 'Round and Round' by Joanna Mangona? 2. Can you play alongside the song? 3. Can you improvise alongside the song? 4. What does improvising mean? 5. Have you heard Gramaphonedzie? 6. Can you perform Round and Round? 	<ol style="list-style-type: none"> 1. What is a production? How will this production look different from your end of year production in Reception? 2. How do we communicate thoughts and feelings of a character or songs? 3. What do you do if you lose your part? 4. How can we make sure that the audience can hear and understand us? 5. Look at your performance. What went well? What would you change? How could you improve it? 6. Are you ready to perform?

Year 2					
Autumn		Spring		Summer	
<p>Hands, Feet, Heart</p> 	<p>Christmas Performance</p> 	<p>I Wanna Play in a Band</p> 	<p>Zootime</p> 	<p>Friendship Song</p> 	<p>Reflect, Rewind and Replay</p> 

<ol style="list-style-type: none"> 1. Do you know the song Hands, Feet, Heart by Joanna Mangona? 2. Can you play alongside the song? 3. Can you improvise alongside the song? 4. Can you compose with the song? 5. Do you know the song 'You can call Me AI' by Paul Simon? Consolidation of composition of musical sections. 6. What have you been learning in this unit of work? Can you put on a performance? 	<ol style="list-style-type: none"> 1. What is a production? How will this production look different from your end of year production in Year 1? 2. How do we communicate thoughts and feelings of a character or songs? 3. What do you do if you lose your part? 4. How can we make sure that the audience can hear and understand us? 5. Look at your performance. What went well? What would you change? How could you improve it? 6. Are you ready to perform? 	<ol style="list-style-type: none"> 1. Do you know the song 'I Wanna Play in a Band' by Joanna Mangona? 2. Can you play alongside the song? 3. Can you improvise alongside the song? 4. Can you compose with the song? 5. Do you know the song 'Johnny B. Goode' by Chuck Berry? Consolidation of composition of musical sections. 6. What have you been learning in this unit of work? Can you put on a performance? 	<ol style="list-style-type: none"> 1. Do you know the song 'Zootime' by Joanna Mangona? 2. Can you play alongside the song? 3. Can you improvise alongside the song? 4. Can you compose with the song? 5. Do you know the song 'Feel Like Jumping' by Marcia Griffiths? Consolidation of composition of musical sections. 6. What have you been learning in this unit of work? Can you put on a performance? 	<ol style="list-style-type: none"> 1. Do you know the song 'Friendship Song' by Joanna Mangona? 2. Can you play alongside the song? 3. Can you improvise alongside the song? 4. Can you compose with the song? 5. Do you know the song 'That's What Friends Are For?' Consolidation of composition of musical sections. 6. What have you been learning in this unit of work? Can you put on a performance? 	<ol style="list-style-type: none"> 1. What is a production? How will this production look different from your end of year production in Year 1? 2. How do we communicate thoughts and feelings of a character or songs? 3. What do you do if you lose your part? 4. How can we make sure that the audience can hear and understand us? 5. Look at your performance. What went well? What would you change? How could you improve it? 6. Are you ready to perform?
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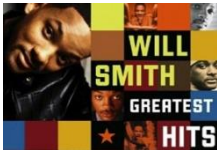


Year 3					
Autumn		Spring		Summer	
<p>Let your spirit fly!</p> 	<p>Glockenspiel Stage 1</p> 	<p>Three little birds</p> 	<p>Recorder Unit 1</p> 	<p>Bring Us Together</p> 	 <p>Reflect, Rewind and Replay</p>
<ol style="list-style-type: none"> 1. Have you heard the song 'Let your spirit fly' by Joanna Mangona? 2. Can you play alongside the song? 3. Can you improvise alongside the song? 4. Can you compose with the song? 5. Do you know the song 'Ain't No Mountain High Enough' by Marvin Gaye? Consolidation of 	<p>Playing the glockenspiel</p> <p>Exploring and developing playing skills</p> <ol style="list-style-type: none"> 1. Do you know the notes D and E? 2. Can you play using the notes D and E? 3. Do you know the notes C and D? 4. Can you play using the notes D,E and F? 	<ol style="list-style-type: none"> 1. Do you know the song 'Three Little Birds?' Who is it by? 2. Have you play alongside the music? 3. Can you improvise with the music? 4. Have you heard the song 54-46 was my number by the Maytals? Can you compose musical sections? 5. Do you know the song Ram Goat Liver by Pluto Shervington? Consolidation 	<p>Playing the recorder</p> <p>Exploring and developing playing skills</p> <ol style="list-style-type: none"> 1. What do you know about the recorder? Can you play the note B? 2. Do you know how to play the note A? 3. Do you know how to play the note G? 4. Do you know how to play the note E? 	<ol style="list-style-type: none"> 1. What is the song Bringing Us Together? Who is it by? 2. Can you play an instrument alongside a song? 3. Can you improvise alongside the song? 4. Can you compose with the song? 5. What do you know about composing? 6. Can you perform what you have been learning? 	<ol style="list-style-type: none"> 1. What is a production? How will this production look different from your end of year production in Year 2? 2. How do we communicate thoughts and feelings of a character or songs? 3. What do you do if you lose your part? 4. How can we make sure that the audience can hear and understand us? 5. Look at your performance. What went well? What

<p>composition of musical sections.</p> <p>6. Do you know the song 'You're the First, the Last, My Everything' by Barry White? Consolidation of composition of musical sections.</p>	<p>5. Can you play using the notes C,D, E and F</p> <p>6. Can you create a composition?</p>	<p>of composition of musical sections.</p> <p>6. Have you heard the song Our Day will come by Amy Winehouse? Perform and Evaluate Singing and Composition.</p>	<p>5. Do you know how to play the note D?</p> <p>6. Do you know how to play the note C?</p> <p>7. Do you know how to play the note high D?</p>		<p>would you change? How could you improve it?</p> <p>6. Are you ready to perform?</p>
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Year 4					
Autumn		Spring		Summer	
<p>Glockenspiel stage 2</p> 	<p>Christmas Performance</p> 	<p>Recorder</p> 	<p>Mamma Mia</p> 	<p>Blackbird</p> 	<p>Reflect, Rewind and Replay</p> 
<p>Playing the glockenspiel</p> <p>Exploring and developing playing skills</p> <ol style="list-style-type: none"> Can you play the notes C,D,E,F? Can you play the notes C,D,E and F / and explore pitch? Can you play the note G? Can you play in collaboration with others? Can you play a musical piece using C, D, E, F and G / and explore rhythm? Can you play using the notes C, D, E and F with more complex rhythmic patterns / exploring pulse Can you create a composition? (use iPad and children log into Charanga) 	<ol style="list-style-type: none"> What is a production? How will this production look different from your end of year production in Year 3? How do we communicate thoughts and feelings of a character or songs? What do you do if you lose your part? How can we make sure that the audience can hear and understand us? Look at your performance. What went well? What would you change? How could you improve it? Are you ready to perform? 	<p>Playing the recorder</p> <p>Exploring and developing playing skills</p> <ol style="list-style-type: none"> What can you tell me about the recorder? Do you know how to play the note F? Do you know how to play the note low C Do you know how to play the note F#? Do you know how to play the note high E? 	<ol style="list-style-type: none"> Do you know the song Mamma Mia? Who is it by? Have you heard the song Dancing Queen? Can you play alongside? Do you know the song The Winner Takes It All? Can you improvise? Have you heard the song Waterloo? Can you compose musical sections? Do you know the song Super Trouper? Consolidation of composition of musical sections Have you heard the song Thank you for the Music? Consolidation of composition of musical sections. 	<ol style="list-style-type: none"> Have you heard the song 'Blackbird'? Who is it by? Can you play an instrument alongside a song? Can you improvise alongside the song? Can you compose with the song? Do you know the song 'Yesterday' by The Beatles? Consolidation of composition of musical sections. Do you know the song 'Let it Be' by The Beatles? Consolidation of composition of musical sections. 	<ol style="list-style-type: none"> What is a production? How will this production look different from your end of year production in Year 3? How do we communicate thoughts and feelings of a character or songs? What do you do if you lose your part? How can we make sure that the audience can hear and understand us? Look at your performance. What went well? What would you change? How could you improve it? Are you ready to perform?

TVMS Ukulele Tuition



<p>Living on a Prayer</p> 	<p>Classroom Jazz</p> 	<p>Make you feel my love</p> 	<p>The French Prince of Bel-Air</p> 	<p>Dancing in the Street</p> 	<p>Reflect, Rewind and Replay</p>  <p>Celebration Performance</p>
<ol style="list-style-type: none"> Have you heard the song 'Livin' on a Prayer' by Bon Jovi? Can you play alongside the song? Can you improvise alongside the song? Can you compose with the song? Do you know the song 'Jonny B Goode' by Chuck Berry? Consolidation of composition of musical sections. Do you know the song 'I saw her standing there' by The Beatles Consolidation of composition of musical sections and performance. 	<ol style="list-style-type: none"> Have you heard 'Three Note Bossa' by Ian Gray? Can you play alongside the song? Can you improvise alongside the song? Have you heard 'Five Note Swing' by Ian Gray? Do you know 'Perdido' by Tizol? Can you improvise? Do you know 'Things Ain't What They Used To Be' by Ellington and Parsons? Can you perform you piece? 	<ol style="list-style-type: none"> Have you heard the song 'Make You Feel My Love' by Adele? Can you play alongside the song? Can you improvise alongside the song? Can you compose with the song? Do you know the song 'The Way You Look Tonight' by Tony Bennett? Consolidation of composition of musical sections. Do you know the song 'Love Me Tender' by Elvis Presley Consolidation of composition of musical sections. 	<ol style="list-style-type: none"> Have you heard the song 'The Fresh Prince of Bel-Air'? Can you play alongside the song? Can you improvise alongside the song? Can you compose with the song? Do you know the song 'U Can't Touch This' by MC Hammer? Consolidation of composition of musical sections. Do you know the song 'It's Like That' by RUN-DM Consolidation of composition of musical sections.. 	<ol style="list-style-type: none"> Have you heard the song 'Dancing in the Street'? Can you play alongside the song? Can you improvise alongside the song? Can you compose with the song? Do you know the song 'You are the sunshine of my life' sung by Stevie Wonder? Consolidation of composition of musical sections. Do you know the song 'The Tracks Of My Tears' sung by Smokey Robinson And The Miracles. Consolidation of composition of musical sections. 	<ol style="list-style-type: none"> What is a production? How will this production look different from your end of year production in Year 4? How do we communicate thoughts and feelings of a character or songs? What do you do if you lose your part? How can we make sure that the audience can hear and understand us? Look at your performance. What went well? What would you change? How could you improve it? Are you ready to perform?

Year 6

Autumn		Spring		Summer	
<p>Happy</p> 	<p>Christmas Performance</p> 	<p>Classroom Jazz</p> 	<p>You've got a Friend</p> 	<p>Music and Me</p> 	<p>End of Year Performance</p> 
<ol style="list-style-type: none"> 1. Have you heard the song 'Happy' By Pharrell Williams? 2. Can you play alongside the song? 3. Can you improvise alongside the song? 4. Can you compose with the song? 5. Do you know the song 'When You're Smiling' sung by Frank Sinatra? Consolidation of composition of musical sections. 6. Do you know the song 'Love Will Save The Day' sung by Brendan Reilly? Consolidation of composition of musical sections and performance. 	<ol style="list-style-type: none"> 1. What is a production? How will this production look different from your end of year production in Year 3? 2. How do we communicate thoughts and feelings of a character or songs? 3. What do you do if you lose your part? 4. How can we make sure that the audience can hear and understand us? 5. Look at your performance. What went well? What would you change? How could you improve it? 6. Are you ready to perform? 	<ol style="list-style-type: none"> 1. Have you heard 'Bacharach Anorak' by Ian Gray? 2. Can you play alongside the song? 3. Can you improvise alongside the song? 4. Have you heard 'Meet The Blues' by Ian Gray? Can you compose with the song? 5. Do you know 'Back o' town blues' by Earl 'Fatha' Hines? Consolidation of composition of musical sections. 6. Do you know 'Things Ain't What They Used To Be' by Ellington and Parsons? Can you perform your piece? 	<ol style="list-style-type: none"> 1. Have you heard the song 'You've Got a Friend' by Carole King? 2. Can you play alongside the song? 3. Can you improvise alongside the song? 4. Can you compose with the song? 5. Do you know the song 'Will You Still Love Me Tomorrow' by The Shirelles? Consolidation of composition of musical sections. 6. Do you know the song 'You Make Me Feel Like A Natural Woman?' Consolidation of composition of musical sections. 	<ol style="list-style-type: none"> 1. Can you create a piece of music that explores your identity? 2. Do you remember who Anna Meredith is? 3. Do you remember who Shiva Feshareki is? 4. Do you remember who Eska is? 5. Do you remember who Afrodeutsche is? 6. Can you perform your composition? Can you reflect on your learning? 	<ol style="list-style-type: none"> 1. What is a production? How will this production look different from your end of year production in Year 5? 2. How do we communicate thoughts and feelings of a character or songs? 3. What do you do if you lose your part? 4. How can we make sure that the audience can hear and understand us? 5. Look at your performance. What went well? What would you change? How could you improve it? 6. Are you ready to perform?

MUSIC - Subject content (National Curriculum)

Key Stage 1

Children 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

Children 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.

National Curriculum Coverage

Key Stage 1	Year 1						Year 2					
	A		Sp		Su		A		Sp		Su	
Children 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												

Lower Key Stage 2	Year 3						Year 4					
	A		sp		Su		A		sp		Su	
Children 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.												

Upper Key Stage 2	Year 5						Year 6					
	A		sp		Su		A		sp		Su	
Children 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.												