



Manland Primary School- Music Curriculum Intent



Purpose of study

Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Aims

The national curriculum for history aims to ensure that all pupils:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Reception	Early Learning Goals that link to Music:	Children will: <ul style="list-style-type: none">• Sing a wide range of songs together as a class• Listen to various genres of music, and have the opportunity to discuss these• Play musical instruments during child initiated learning• Rehearse and perform songs to an audience of parents• Join in with rhythmic dances	Children will know: <ul style="list-style-type: none">• Different people enjoy listening to different types of music• Different musical instruments have different sounds• Music can affect the way you feel• You can dance to music, listening to the rhythm
	Expressive Arts and Design <ul style="list-style-type: none">• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.• Sing a range of well-known nursery rhymes and songs. Personal, Social and Emotional Development <ul style="list-style-type: none">• Show an understanding of their own feelings and those of others,		



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	<ul style="list-style-type: none"> Give focused attention to what the teacher says, responding appropriately. <p>Physical Development</p> <ul style="list-style-type: none"> Demonstrate strength, balance and coordination Move energetically when dancing <p>Communication and Language</p> <ul style="list-style-type: none"> Make comments about what they have heard and ask questions to clarify their understanding. 						
Year 1	Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Title	Hey You	Rhythm In The Way We Walk and The Banana Rap	In the Groove	Round and Round	Your Imagination	Reflect, Rewind & Replay
	Style of Music	Old School Hip-Hop	Reggae	Blues, Baroque, Latin, Bhangra, Folk, Funk	Bossa Nova	Pop	Classical
	Unit theme	How pulse, rhythm and pitch work together.	Pulse, rhythm and pitch, rapping, dancing and singing	How to be in the groove with different styles of music.	Pulse, rhythm and pitch in different styles of music.	Using your imagination.	The history of music, look back and consolidate your learning, learn some of the language of music.
	Substantive and Disciplinary Knowledge	<p><u>Pupils will know:</u></p> <ul style="list-style-type: none"> What the songs are about. The sound and names of some of the instruments they use. That music has a steady pulse, like a heartbeat. 			<p><u>Pupils will learn to:</u></p> <ul style="list-style-type: none"> How they can enjoy moving to music by dancing, marching, being animals or pop stars. Find the pulse. 		



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		<ul style="list-style-type: none">• That we can create rhythms from words, our names, favourite food, colours and animals.• The names of the notes in their instrumental part from memory or when written down.• The names of the instruments they are playing.• Improvisation is about making up your own tunes on the spot.• That improvisation means to make up tunes that have never been heard before.• Composing is like writing a story with music.• A performance is sharing music with other people, called an audience.			<ul style="list-style-type: none">• Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat.• Create rhythms for others to copy• Listen and sing back. Use your voices to copy back using 'la', whilst marching to the steady beat• Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using 'la.'• about voices, singing notes of different pitches (high and low)• Make different types of sounds with their voices.• Start and stop singing when following a leader.• Treat instruments carefully and with respect.• Play a tuned instrumental part with the song they perform.• Play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part).• Follow musical instructions from a leader.• Listen and clap back.• Take it in turns to improvise using one or two notes.• Create a simple melody using one, two or three notes.• how the notes of the composition can be written down and changed if necessary• Perform a song they have learnt• Record a performance and say how they were feeling about it.		
Year 2	Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Title	Hands, Feet, Heart	Ho, Ho, Ho	I Wanna Play in a Band	Zootime	Friendship Song	Reflect, Rewind & Replay



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	Style of Music	Afropop, South African	A song with rapping and improvising for Christmas	Rock	Reggae	Pop	Classical
	Unit theme	South African music	Festivals and Christmas	Playing together in a band	Reggae and animals	A song about being friends	The history of music, look back and consolidate your learning, learn some of the language of music
	Substantive and Disciplinary Knowledge	<u>Pupils will know:</u> <ul style="list-style-type: none">• To know some songs have a chorus or a response/answer part.• That songs can tell a story or describe an idea• That we can create rhythms from words• Rhythms are different from the steady pulse• The names of some un-tuned percussion instruments• A performance can be a special occasion.• We add high and low sounds, pitch, when we sing and play our instruments.• About voices singing notes of different pitches (high and low.)• That the notes of a composition can be written down and changed if necessary.			<u>Pupils will learn to:</u> <ul style="list-style-type: none">• Copy back short rhythmic phrases based on words• Create rhythms for others to copy whilst marching the steady beat• Listen and sing back. Use your voices to copy back using 'la', whilst marching the steady beat.• Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using 'la'• Make different types of sounds with their voices• find a comfortable singing position• Treat instruments carefully and with respect• Learn to play a tuned instrumental part• Play the part in time with the steady pulse• Listen to and follow musical instructions from a leader.• Listen and clap back, then listen and clap your own answer (rhythms of words).• Use voices and instruments, listen and sing back, then listen and play your own answer.• Take it in turns to improvise.• Create simple melodies• Perform a song that they have learnt, adding their ideas to the performance.• Record the performance and say how they were feeling about it.		



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Year 3	Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Title	Let Your Spirit Fly	Glockenspiel Stage 1	Three Little Birds	The Dragon Song	Bringing Us Together	Reflect, Rewind & Replay
	Style of Music	RnB	N/A	Reggae	A Pop song that tells a story	Disco	Classical
	Unit theme	RnB and other styles	Exploring & developing playing skills	Reggae and animals	Music from around the world, celebrating our differences and being kind to one another	Disco, friendship, hope and unity	The history of music, look back and consolidate your learning, learn some of the language of music
	Substantive and Disciplinary Knowledge	<u>Pupils will know:</u> <ul style="list-style-type: none">• That songs can be written in a particular style.• About musical dimensions, and where they are used (texture, dynamics, tempo, rhythm and pitch)• About the main sections of the song (introduction, verse, chorus etc.)• The difference between pulse and rhythm.• How pulse, rhythm and pitch work together to create a song.• The difference between a musical question and an answer.• Singing in a group can be called a choir• The leader of a group or choir is sometimes called the conductor• Songs can produce specific feelings depending on how they are composed.• What an ensemble is			<u>Pupils will learn to:</u> <ul style="list-style-type: none">• Identify some instruments they have learnt in a song.• Identify and move to the pulse.• Think about what the words of a song mean• Take it in turn to discuss how the song makes them feel• Listen carefully and respectfully to other people's thoughts about the music.• Sing in unison and in simple two-parts• Demonstrate a good singing posture.• Follow a leader when singing• Begin to explore singing solo• Sing with awareness of being 'in tune'.• Have an awareness of the pulse internally when singing.• Using instruments, listen and play answers.• Take it in turns to improvise.• Listen and copy back using instruments.• Create at least one simple melody using one, three or five different notes.		



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		<ul style="list-style-type: none"> The importance of vocal warm-ups. Develop improvisation skills. Different ways of recording compositions (letter names, symbols, audio etc.) About some different ways that music can be performed. About the importance of planning a performance. About the importance of clarity in performance. Performance includes communicating feelings about music. 			<ul style="list-style-type: none"> Plan and create a section of music that can be performed within the context of the unit song and talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation) Communicate the meaning of the words Talk about how a performance might be organised. Record the performance and say how they were feeling, what they were pleased with what they would change and why. 		
Year 4	Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Title	Mamma Mia	Glockenspiel 2	Stop!	Lean On Me	Blackbird	Reflect, Rewind & Replay
	Style of Music	Pop	Mixed styles	Grime	Gospel	The Beatles/Pop	Classical
	Unit theme	ABBA's music	Exploring and developing playing skills using the glockenspiel	Writing lyrics linked to a theme	Soul/Gospel music and helping one another	The Beatles, equality and civil rights	The history of music, look back and consolidate your learning, learn some of the language of music
	Substantive and Disciplinary Knowledge	Pupils will know: <ul style="list-style-type: none"> Some of the style indicators in a song (musical characteristics that give the song its style). 			Pupils will learn to: <ul style="list-style-type: none"> Use musical vocabulary when describing a song. Keep the internal pulse 		



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		<ul style="list-style-type: none">About the musical dimensions working together in songs eg if the song gets louder in the chorus (dynamics).How pulse, rhythm and pitch work togetherAbout Texture, e.g. how a solo singer makes a thinner texture than a large group.About some instruments that can be played in a band or orchestra.About riffs and how they can be used in improvisation.About how performing involves communicating feelings, thoughts and ideas about the song/music			<ul style="list-style-type: none">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 notationRehearse and perform their part within the context of the Unit song.Listen to the group when singing.Re-join the song if lost.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.Help create at least one simple melody using one, three or all five different notes.Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).Present a musical performance designed to capture an audience.To record the performance and say how they were feeling, what they were pleased with what they would change and why.		
	Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	Title	Livin' On a Prayer	Classroom Jazz 1	Make You Feel My Love	The Fresh Prince of Bel-Air	Dancing in the Street	Reflect, Rewind & Replay



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	Style of Music	Rock	Bossa Nova and Swing	Pop Ballads	Old-School Hip-Hop	Motown	Classical
	Unit theme	Rock Anthems	Jazz and Improvisation	Pop Ballads	Old School Hip-Hop	Motown	The history of music, look back and consolidate your learning, learn some of the language of music
	Substantive and Disciplinary Knowledge	<u>Pupils will know:</u> <ul style="list-style-type: none">• Some of the style indicators in a song (musical characteristics that give the song its style).• About the musical dimensions working together in songs eg if the song gets louder in the chorus (dynamics).• To know about the history, context and purpose behind some song writing.• How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song• Different ways of writing music down – e.g. staff notation, symbols• The notes C, D, E, F, G, A, B + C on the treble stave• About some well-known improvising musicians			<u>Pupils will learn to:</u> <ul style="list-style-type: none">• Recognise the connection between sound and symbol in music notation.• Compare songs in the same style, talking about what stands out musically in each of them, their similarities and differences.• Copy back rhythms based on the words of the main song, that include syncopation/off beat.• Play a musical instrument with the correct technique within the context of the Unit song.• Select and learn an instrumental part using one of the differentiated parts of the song from memory or using notation.• Question and Answer using instruments• Improvise music.• 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).		



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					<ul style="list-style-type: none">Record the performance and compare it to a previous performance.Discuss and talk musically about it – “What went well?” and “It would have been even better if...?”		
Year 6	Title	Happy	Classroom Jazz 2	A New Year Carol	You’ve Got A Friend	Music and Me	Reflect, Rewind & Replay
	Style of Music	Pop/Neo Soul	Bacharach and Blues	Classical or Urban Gospel	70s Ballad/Pop	Create your own music inspired by your identity and women in the music industry	Classical
	Unit theme	Being happy!	Jazz, improvisation and composition	Benjamin Britten’s music and cover versions	The music of Carole King		The history of music, look back and consolidate your learning, learn some of the language of music
	Substantive and Disciplinary Knowledge	<u>Pupils will know:</u> <ul style="list-style-type: none">Some of the style indicators in a song (musical characteristics that give the song its style).About the musical dimensions working together in songs eg if the song gets louder in the chorus (dynamics).To know about the history, context and purpose behind some song writing.How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a songKnow and talk about that fact that we each have a musical identity.Different ways of writing music down – e.g. staff notation, symbols.The notes C, D, E, F, G, A, B + C on the treble stave.			<u>Pupils will learn to:</u> <ul style="list-style-type: none">To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.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.Play a musical instrument with the correct technique within the context of the Unit song.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.Rehearse and perform their part within the context of the Unit song.Listen to and follow musical instructions from a leader.Copy back using instruments.		



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		<ul style="list-style-type: none">• Notation: recognise the connection between sound and symbol• Performance involves communicating ideas, thoughts and feelings about the song/music	<ul style="list-style-type: none">• Question and Answer using instruments• 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)• 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).• Record the performance and compare it to a previous performance.• Discuss and talk musically about it – “What went well?” and “It would have been even better if...?”
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