








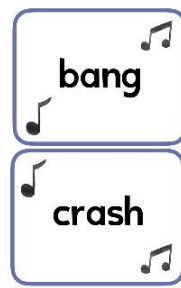


Music overview and intent





At Colindale Primary School we aim to stimulate pupils' curiosity and interest in music. We encourage children to participate in a variety of musical experiences to develop their enjoyment of music and confidence as musicians. We want music lessons to be fun and inspiring, and for pupils to be reflective and expressive, developing their own appreciation of different musical genres.


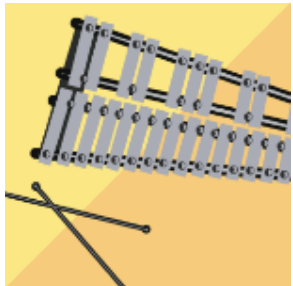
Music is planned in line with the statements laid out in the National Curriculum, using the Charanga music scheme. In music lessons, pupils develop their singing voices; they use body percussion and whole-body actions; and they learn to handle and play classroom instruments, in order to both create music of their own and to play music that others have composed. Through a range of whole class, group and individual activities, pupils have opportunities to explore sounds, listen actively, compose and perform. We believe that every child should have the opportunity to develop their musical potential and we aim to nurture and encourage musical development across the school.




British Values: Democracy, Individual Liberty, Mutual Respect Rule of Law, Tolerance of different faiths and Beliefs.

UNCR articles: 12, 13, 14, 15, 24, 28, 29, 31

<p>Nursery</p>	<p>Listen/Appraise</p> <ul style="list-style-type: none"> Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings 	<p>Music knowledge</p> <ul style="list-style-type: none"> To know musical vocabulary such as: music, voice, rhyme, play, sing, perform, sound, loud, quiet, listen To know the names of some common instruments: shakers, drums, bell 	<p>Singing/Playing</p> <ul style="list-style-type: none"> Remember and sing entire songs Sing the pitch of a tone sung by another person ('pitch match') Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs Play instruments with increasing control to express their feelings and ideas 	<p>Compose/ Perform</p> <ul style="list-style-type: none"> Create their own songs or improvise a song around one they know 
<p>Reception</p>	<p>Listen/Appraise</p> <ul style="list-style-type: none"> Listen attentively, move to and talk about music, expressing their feelings and responses 	<p>Music knowledge</p> <ul style="list-style-type: none"> To know musical vocabulary such as: pulse, rhythm, instrument, fast, slow, bang, crash. To know the names of some musical instruments: e.g. cymbals, guitar, piano, claves 	<p>Singing/Playing</p> <ul style="list-style-type: none"> Sing in a group or on their own, increasingly matching the pitch and following the melody Sing a range of well-known nursery rhymes and songs 	<p>Compose/ Perform</p> <ul style="list-style-type: none"> Explore and engage in music making performing solo or in groups To sing along with a pre-recorded song and add actions To sing along with the backing track Perform songs with others in front of an audience Record music making and watch it back 

	Listen/Appraise	Music knowledge	Singing/Playing	Compose/ Perform
Year 1	<ul style="list-style-type: none"> To express their feelings about the music they hear To know what the songs are about To know and recognise the sound and names of some of the instruments they use To learn how they can enjoy moving to music, e.g. dancing, marching Artists/Composers De La Soul, Will Smith, The Sugarhill Gang, MC Hammer, Run DMC, Pharell Williams, Beatles, B.B. King, UB40, ASWAD, Donald Fagen, Ricky Martin, DJ Marko Milicevic, Santana, The Monkees Frederick Delius, Gustav Holst, Mike Oldfield, John Williams, Mozart, Rossini, Stravinsky, Prokofiev. Handel, Béla Bartók. Music Styles Hip Hop, Reggae, Latin, Mash up-house, funk and classic swing, Movies, Musicals, Classical Music 	<ul style="list-style-type: none"> To know that music has a steady pulse, like a heartbeat To know that we can create rhythms from words, our names, favourite food, colours and animals. To know the names of the instruments: bass guitar, decks, keyboard, percussion, trumpets, saxophones  <ul style="list-style-type: none"> Key vocabulary: Pulse, rhythm, pitch, rap, compose, melody, perform, singers, audience, imagination. 	<ul style="list-style-type: none"> Copy back short rhythmic phrases based on words, with one and two syllables To confidently sing songs from memory and sing them in unison Learn about voices, singing notes of different pitches (high and low) Learn that they can make different types of sounds with their voices Learn to start and stop singing when following a leader. Treat instruments carefully and with respect. Play a glockenspiel part with the song they perform. Listen to and follow musical instructions from a leader. 	<ul style="list-style-type: none"> Listen and clap back, then listen and clap their own answer (rhythms of words) Use voices and instruments, listen and sing back, then listen and play their own answer using one or two notes Help to create a simple melody using one or two notes Perform a Charanga tune Record the performance and say how they were feeling about it 

	Listen/Appraise	Music knowledge	Singing/Playing	Compose/ Perform
Year 2	<p>Consolidation of previous skills with new tunes, plus:</p> <ul style="list-style-type: none"> To know some songs have a chorus or a response/answer part To know that songs have a musical style To learn how songs can tell a story or describe an idea. Artists/Composers Miriam Makeba, Soweto Gospel Choir, Hugh Masekela, Paul Simon, Arthur Mofokate, Elvis Presley, Stevie Wonder, Frank Sinatra, Queen, Deep Purple, Status Quo, Chuck Berry, The Beatles, Bruno Mars, Gladys Knight, Stevie Wonder, Dionne Warwick, Elton John, Randy Newman, Kenneth Alford, Marvin Gaye, Barry White, Edvard Greig, Johann Sebastian Bach, Ralph Vaughan Williams, Pyotr Tchaikovsky, John Williams, Henry Mancini Music Styles South African, Big Band, Motown, Elvis, Freedom Songs, Pop, Soul, Film, Musicals, Western Classical Music, R&B, Musicals 	<p>Consolidation of previous knowledge, plus:</p> <ul style="list-style-type: none"> To know rhythms are different from the steady pulse To know to add high and low sounds, pitch, when they sing and play instruments  <ul style="list-style-type: none"> Key vocabulary: As Year 1, plus: Question and answer, dynamics, tempo, glockenspiel. 	<p>Consolidation of previous skills, plus:</p> <ul style="list-style-type: none"> To know that unison is everyone singing at the same time. Songs include other ways of using the voice e.g. rapping (spoken word) To know why we need to warm up our voices. Learn to find a comfortable singing position Learn the names of the notes in their instrumental part from memory or when written down Know the names of untuned percussion instruments played in class. Learn to play a glockenspiel part in time with the steady pulse 	<p>Consolidation of previous skills, plus:</p> <ul style="list-style-type: none"> Help create three simple melodies with the Charanga Units using one or three different notes Learn how the notes of the composition can be written down and changed if necessary Choose a song they have learnt from the Charanga and perform it Add their ideas to the performance Record the performance and say how they were feeling about it.

	Listen/Appraise	Music knowledge	Singing/Playing	Compose/ Perform
<p>Year 3</p>	<p>Consolidation of previous skills with new tunes, plus:</p> <ul style="list-style-type: none"> To be able to talk about a song's 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.) Name some of the instruments they heard in the song To think about what the words of a song mean Listen carefully and respectfully to other people's thoughts about the music <ul style="list-style-type: none"> Artists/Composers Bob Marley, Ziggy Marley, Toots and The Maytals, Pluto Shervington, Amy Winehouse, Robert Morton, Franz Joseph Haydn, Franz Liszt, <ul style="list-style-type: none"> Music Styles Reggae, Music from around the world, Western Classical Music 	<p>Consolidation of previous knowledge, plus:</p> <ul style="list-style-type: none"> Know how pulse, rhythm and pitch work together to create a song Know the difference between a musical question and an answer Know the about a leader or conductor: A person who the choir or group follow To know the names of musical instruments and the musical instrument families they belong to; woodwind, brass, percussion, strings, keyboard.  <ul style="list-style-type: none"> Know about crochets, quavers, semibreves and minims <p>Key vocabulary: As previous years, plus: Structure, intro/introduction, verse, chorus, hook, melody, texture, backing vocals, riff, pentatonic scale, echo, forte (loud), piano (soft), allegro (fast), adagio (slow), solo, unison, conductor, notation, symbols, bar, stave, clef, treble clef, crotchet, quaver, minim, time signatures</p>	<p>Consolidation of previous skills, plus:</p> <ul style="list-style-type: none"> To demonstrate a good singing posture To enjoy exploring singing solo To sing with awareness of being 'in tune' To have an awareness of the pulse internally when singing Play any one, or all of four, differentiated parts on a glockenspiel –a one-note, simple or three note part or the melody of the song) from memory or using notation To rehearse and perform their part within the context of the Charanga Unit song Learn to play the recorder as part of an ensemble 	<p>Consolidation of previous skills, plus:</p> <ul style="list-style-type: none"> Plan and create a section of music that can be performed within the context of a Charanga unit song 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). To communicate the meaning of the words and clearly articulate them To record the performance and say how they were feeling, what they were pleased with what they would change and why.

Listen/Appraise

- Consolidation of previous skills with new tunes, plus:
- To talk about the musical dimensions working together in the Charanga unit songs e.g. if the song gets louder in the chorus (dynamics)
 - Use musical words in their responses
 - Key Artists/Composers**
Abba, Bill Withers, Walter Williams and Beyoncé, Mary Mary, Elvis Presley, Beethoven, Handel, Beethoven, Wagner, Gershwin, Philip Glass
 - Music Styles**
Gospel, Pop, Western Classical Music



Music knowledge

- Consolidation of previous knowledge, plus:
- Know about texture: e.g. How a solo singer makes a thinner texture than a large group
 - Know how to keep the internal pulse
 - Know about Musical Leadership: creating musical ideas for the group to copy or respond to
- Key vocabulary:** As previous years, plus:
rest,
major & minor tonality
staccato (short/ detached),
legato (smooth)
accelerando (getting faster),
rallentando (getting slower)






Singing/Playing

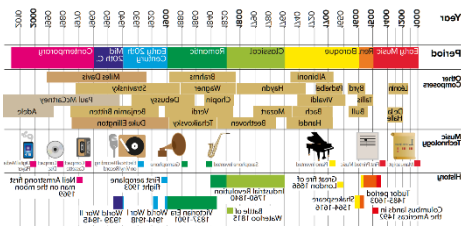




- Consolidation of previous skills, plus:
- To in unison and in simple two parts
 - To rejoin the song if lost.
 - To listen to the group when singing
 - Learn to play a musical instrument as part of an ensemble (violin, clarinet or ukulele) 10 weeks



Compose/ Perform

Consolidation of previous skills with new songs

	Listen/Appraise	Music knowledge	Singing/Playing	Compose/ Perform
Year 5	<p>Consolidation of previous skills with new tunes, plus:</p> <ul style="list-style-type: none"> To choose two or three songs and be able to talk about: <ul style="list-style-type: none"> Some of the style indicators of the songs (musical characteristics that give the songs their style) The historical context of the songs. What else was going on at this time? To think about the message of songs To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences <ul style="list-style-type: none"> Key Artists/Composers Stan Getz, Leonard Bernstein, Ben Webster, Duke Ellington, Dan Gray, John Williams, Woody Herman, Samuel Coleridge-Taylor, Will Smith, De La Soul, The Fugees, Sugarhill Gang, MC Hammer, Run DMC, Mozart, Ludwig Van Beethoven, Chopin Music Styles Jazz, Hip Hop, Musicals, TV and Film, Western Classical Music 	<p>Consolidation of previous knowledge, plus:</p> <ul style="list-style-type: none"> 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 Know different ways of writing music down, e.g. staff notation, symbols Know the notes C, D, E, F, G, A, B + C on the treble stave  <ul style="list-style-type: none"> Key vocabulary: As previous years, plus: unison, melody, timbre, groove, riff, bass line, harmony, chord, accompaniment, fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud), mezzo piano (moderately quiet), semibreves, semiquavers, 2/4, 3/4, 4/4 time signatures 	<p>Consolidation of previous skills, plus:</p> <ul style="list-style-type: none"> Copy back rhythms based on the words of the main song, that include syncopation/off beat Copy back one-note riffs using simple and syncopated rhythm patterns To listen to and follow musical instructions from a leader Play another musical instrument as part of an ensemble (violin, clarinet or ukulele) 10 weeks   	<p>Consolidation of previous skills, plus:</p> <ul style="list-style-type: none"> Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Charanga 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 To record the performance and compare it to a previous performance To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”

	Listen/Appraise	Music knowledge	Singing/Playing	Compose/ Perform
Year 6	<p>Consolidation of previous skills with new tunes, plus;</p> <ul style="list-style-type: none"> To consider the historical context of the songs. What else was going on at this time, musically and historically? Know and talk about that fact that we each have a musical identity Key Artists/Composers Pharrell Williams, The Carpenters, Bobby McFerrin, Katrina And The Waves, Frank Sinatra, Brendan Reilly, Jean-Baptiste Lully, Mozart Franz Schubert, Paul Hindemith, Nitin Sawhney Music Styles Pop/Neo Soul, Western Classical Music, Gospel 	<p>Consolidation of previous knowledge plus;</p> <p>Read notes C, D, E, F, G, A, B + C on the treble staff and play these notes on an instrument</p>  <ul style="list-style-type: none"> Key vocabulary: As previous years, plus: style indicators, producer, ostinato, articulation, acapella, syncopated, intro, outro, instrumental break, tonality, interval, rhythmic/ chordal accompaniment, flat, sharp, key, block chords, bass line, dotted crotchets, dotted minims. 	<p>Consolidation of previous skills, plus;</p> <ul style="list-style-type: none"> Learn to play another musical instrument as part of a class ensemble (violin, clarinet or ukulele) 10 weeks   	<p>Consolidation of previous skills with new songs</p>