



Salford Priors Church of England Academy



Music Curriculum

Our curriculum drivers – Christian Values and Learning Qualities					
FAITH	HOPE	COURAGE	FORGIVENESS	PEACE	GENEROSITY
Resilience	Curiosity / Determination	Curiosity / Determination	Respect / Responsibility	Respect / Responsibility	Resourcefulness

‘Rooted in love and faith – Growing in hope and courage – Thriving in light and harmony’

Rooted	Growing	Thriving
To provide a curriculum rooted in equipping all children with the opportunities to create, play, perform and enjoy music and to develop the skills to appreciate a wide variety of musical forms and to begin to make judgements about the quality of music.	To ensure children grow as musicians by supporting them to acquire musical skills and understanding of musical concepts through primarily active listening then performing and composing.	To ensure children thrive as individuals by giving them opportunities to develop enjoyment, self-confidence and a sense of achievement through musical activities.

Music is a universal language that embodies one of the highest forms of creativity. “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.” – *National Curriculum 2014*. At Salford Priors, our vision is to provide every child with an opportunity to create, play, perform and enjoy music. Our curriculum enables our pupils to develop a variety of skills and appreciate a wide range of musical genres and forms. In addition, we strongly believe that music enriches the lives of people and as a result we endeavour to involve as many children as possible in the musical activities that take place throughout the year.

Our Music Curriculum enables children to understand musical concepts through a repetition-based approach to learning. Learning about the same musical concept through different musical activities enables a more secure, deeper learning and mastery of musical skills. Our music curriculum follows a spiral curriculum as musical teaching and learning is not neat or linear. It ensures that over time, children can both develop new musical knowledge and concepts and re-visit established ones. The mixed-aged nature of our classes make sequencing the curriculum complex however, the spiral nature of our music curriculum ensures complete coverage of all aspects of the KS1, 3/4 or 5/6 curriculum each year. Teachers adapt their planning to ensure scaffolds are in place for children experiencing a concept for the first time and children who are experiencing repeated concepts are given the opportunity to deepen and extend their learning.

We follow the Charanga Musical School scheme, which is based on the requirements of the National Curriculum. Through the Charanga programme the children develop their understanding, make musical judgements, apply their new learning, develop their aural memory, express themselves physically, emotionally and through discussion and create their own musical ideas. The wide range of core resources motivate and capture each individual’s personal interest. The children not only learn about music; they become musicians who are able to share and perform using their new skills.

In all classes, the Units of Work are divided into 6 steps, spread across a half-term. The activities and games cover the musical dimensions, (pulse, rhythm, pitch etc) through singing and playing instruments, listening and creating music and are all linked through a central song or piece. Charanga Musical School provides a range of materials from across the ages and around the world. The Units include listening pieces from a range of genre

including classical, South African music and jazz as well as more contemporary pieces including well known pop songs, in a broad range of styles.

Singing is central to Charanga Musical School with the Units based around songs with differentiated instrumental parts for different instruments. They have been created to support a class ensemble approach where each child can sing and play an appropriate instrumental line. This helps to draw together children's learning into a meaningful 'musical experience'. Performing vocally and with instruments is central. The children are encouraged to explore the quality of the vocal sounds through pitch games. All of the songs have unison (single vocal line) and some also include tow part singing. The children are encouraged to behave as musicians and explore the dimensions using their voices, body percussion and instruments.

In Key Stage 2, staff and other notations are introduced gradually so that the children sing and play first before being shown how this can be represented on a score. Improvisation, for voice and instruments is introduced through copy-back and question and answer games, using ideas and concepts that the children are familiar with.

Music - Long Term Planning Cycles

		Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
KS1 Year 1 and 2	Cycle A	Hands, Feet, Heart Focus: South African Music	Ho, Ho, Ho Focus: embed dimensions, play, sing	I Wanna Play in a Band Focus: Classic rock	Zoo Time Focus: Pulse, rhythm, pitch.	Friendship Song Focus: Improvisation, composition	Rewind, Reflect, Respond Focus: Performance
	Cycle B	Hey You Focus: Pulse, rhythm, pitch.	Rhythm in the Way we Walk Focus: Reggae and Hip-Hop	In the Groove Focus: Style	Round and Round Focus: Latin	Your Imagination Focus: Improvisation & composition.	Rewind and Replay Focus: Classical
LKS2 Year 3 and 4	Cycle A	Let Your Spirit Fly Focus: R&B	Glockenspiel Stage 1 Focus: Playing skills	Three Little Birds Focus: Reggae	The Dragon Song Focus: Music from around the world	Bringing Us Together Focus: Disco	Reflect, Rewind and Replay Focus: Classical, language of music.
	Cycle B	Mamma Mia Focus: Pop, ABBA	Glockenspiel Stage 2 Focus: Playing skills	Stop! Focus: Grime, lyrics	Lean on Me Focus: Gospel	Blackbird Focus: Pop, Beatles	Reflect, Rewind and Replay Focus: Language of music.
UKS1 Year 5 and 6	Cycle A	Livin' on a Prayer Focus: Rock	Classroom Jazz 1 Focus: Jazz and improvisation	Make you Feel my Love Focus: Pop ballads	The Fresh Prince of Bel-Air Focus: Hip-Hop	Dancing in the Street Focus: Motown	Reflect, Rewind and Replay Focus: History of music
	Cycle B	Happy Focus: Pop/Neo Soul	Classroom Jazz 2 Focus: Jazz, improvisation and composition	A New Year Carol Focus: Benjamin Britten's music	You've got a Friend Focus: Carole King's music	Music and Me Focus: Compose, inspired by women in music	Reflect, Rewind and Replay Focus: History of music