



Music

Long Term Planning

Our Curriculum Vision and Values

St. Andrew's Church of England Primary School is committed to providing a safe and caring Christian environment in which every individual is valued and encouraged to engage in lifelong learning. Our vision statement "With God all things are possible." (Matthew 19:26) is used to encourage individuals to be open to all possibilities and have a positive attitude.

Our vision reflects the Christian ethos of our school. As a school we ensure that everyone is valued and supported. The staff at St. Andrew's are extremely committed professionals who care deeply about the well-being of every child as well as having a determination for each child to reach their full learning potential.

This is articulated through our I Aspire values and threaded through our curriculum, in all subject areas, as outlined below.

I ASPIRE

Independence (children independently applying skills, challenging themselves and being curious)

Ambition (risk taking, to have raised ambitions of what they can achieve, do and be)

Self-control (controlling emotions in difficult situations, coping with disappointment)

Perseverance (building resilience and not giving up)

Integrity (doing the right thing when no-one is watching)

Responsibility (being a model citizen, contributing and understanding all actions have consequences)

Empathy (building caring relationships, understanding the views and beliefs of others)

Charanga Musical School Units of Work enable 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.

Each Unit of Work comprises the following strands of musical learning which correspond with the national curriculum for music:

Reception unit structure 1. Listen and Respond 2. Explore and Create - initially using voices only, but building to using classroom instruments too 3. Singing - nursery rhymes and action songs - building to singing and playing 4. Share and Perform.

Key Stage 1 and Key Stage 2 unit structure 1. Listen and Appraise 2. Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: a. Games (Warm-up Games and Flexible Games) b. Singing c. Playing Instruments (classroom and or band instruments) d. Improvisation e. Composition 3. Perform and Share.

The Units of Work are designed to be taught over 6 weeks/steps. All the learning is usually focused around one song.

The Interrelated Dimensions of Music

All musical learning in this Scheme is built around the Interrelated Dimensions of Music: pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation. These dimensions are at the centre of all the learning; they are musical building blocks. This is an integrated approach to musical learning where games, the interrelated dimensions of music, singing and playing instruments are all linked (spiral of learning).

What are the Interrelated Dimensions of Music?

The interrelated dimensions of music used to be called elements of music before the 2014 national curriculum was introduced.

The national curriculum says: *...understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.* (Duration is pulse and rhythm in the national curriculum statement.)

In Charanga Musical School we always begin a lesson with pulse as a foundation and with rhythm and pitch as the next two building blocks.

- Pulse – the regular heartbeat of the music, the steady beat
- Rhythm – long and short sounds or patterns that happen over the pulse, the steady beat.
- Pitch – high and low sounds.
- Tempo – the speed of the music, fast or slow or in-between
- Dynamics – how loud or quiet music is
- Timbre – all instruments including voices, have a certain sound quality eg the trumpet has a very different sound quality to the violin.
- Texture – layers of sound. Layers of sound working together make music very interesting to listen to.
- Structure – every piece of music has a structure eg introduction, verse, chorus ending

Year Group	Autumn		Spring		Summer	
EYFS	Me!	Nativity My Stories Christmas Songs	Everyone	Our World	Big Bear Funk	Reflect, Rewind, Replay
Year 1	Hey You!	Christmas Extravaganza Rhythm in the Way We Walk and Banana Rap	In the groove	Round and Round	Your Imagination	Reflect, Rewind, Replay
Year 2	Hands, Feet, Heart	Ho Ho Ho!	I Wanna Play in a Band	Zootime	Friendship Song	Reflect, Rewind, Replay
Year 3	The Dragon Song	Bringing Us Together	Three Little Birds	Glockenspiel 1	Let Your Spirit Fly	Reflect, Rewind, Replay

Year Group	Autumn		Spring		Summer	
Year 4	Mama Mia	Glockenspiel 2	Stop	Lean on Me	Blackbird	Reflect, Rewind, Replay
Year 5	Livin' on a Prayer	Classroom Jazz <i>Assembly Song – How Great Thou Art</i>	Make You Feel My Love	The Fresh Prince of Bel-Air	Dancing in the Street	Reflect, Rewind, Replay
Year 6	Happy	Classroom Jazz 2	A New Year Carol	You've Got A Friend	Music and Me	Reflect, Rewind, Replay