

# Music curriculum

‘Without music, life would be a mistake.’ (Friedrich Nietzsche)

## Intent

At St John’s we want every child to develop the creative, performance and enjoyment of music. Through Charanga, our philosophy of music education is based on the principle that it should be fun and engaging for all concerned, and that every child is a born musician. We believe that music is like magic and that it has a role to play in every aspect of all of our lives, wherever and whoever we are.

## Implementation

At St John’s we believe that music is like magic and that it has a role to play in every aspect of all of our lives, wherever and whoever we are. For this reason, we divide the academic year into six units, each corresponding with one of our six recurring Social Themes, combined with a unique Musical Spotlight. The knowledge and skills across the milestones have six self-sufficient units per year. Each unit is in turn structured into six steps which can be covered as teachers see fit. The first step of each unit introduces that unit’s focus in terms of content, skills and knowledge; this is then developed by the middle steps; and a final sixth step assesses the learning through exciting performances and activities. At the centre of each step - each lesson - is a song around which the musical learning is centred. Each lesson has an easy-to-follow structure - complemented by a rich array of supporting documents, lesson plans and resources - taking you through the exercises in listening, singing, performing, composing, improvising and discussion with all students. The curriculum is enriched by opportunities for all to share their skills through collective worship, performances and shows across the primary school journey.

## Impact

Each lesson children have the opportunity to share their knowledge and skills with a performance using a range of instruments and compositions. Teachers track progress using statements across milestones.

**Self-motivation** **Honesty** **Imaginative** **Nurturing** **Empathy**

St. John Baptist School



Pehmarsh

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## Breadth of study

### Key Stage 1

- Use their voices expressively 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.
  - Make and combine sounds using the inter-related dimensions of music.

### Key Stage 2

- Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.
- Improvise and compose music using the inter-related dimensions of music separately and in combination.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand the basics of the stave and other musical notations.
- Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.
- Develop an understanding of the history of music.

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Pehmarshi

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		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS		Sing a few familiar songs		Explore how sounds can be changed Taps out simple rhythms	Build a repertoire of songs and dances Explore different sounds of instruments		Explore different sounds through instruments
Milestone 1	Cycle A	Introducing beat	Adding rhythm & pitch	Introducing Dynamics & Tempo	Combining pulse, rhythm & pitch	Having fun with improvisations	Explore sound & create a story
	Cycle B	Exploring simple patterns	Focus on dynamics and tempo	Explore feelings through music	Inventing a musical story	Music that makes you dance	Exploring improvisations
Milestone 2	Cycle A	Traditional instruments and improvisation	Haiku music and performance	Creating compositions in response to animation	Ballads	Pentatonic melodies and composition	Instrumental lesson North America
	Cycle B	Adapting and transposing motifs (Romans)	Developing singing techniques	Instrumental lesson South America	Body percussion (rainforests)	Samba and carnival sounds	Rock and Roll
Milestone 3	Cycle A	Dynamic, Pitch and texture	Composing for a film	Blues	Songs of WW2	Baroque	Composing a leavers song
	Cycle B	Theme and variation (pop Art)	Composition and notation (Egypt)	Looping and mixing	Composition to represent festival of colour	Instrumental lesson India	South and West Africa

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# Progression of skills

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Our KS1 curriculum follows Kapow and Charanga as bases for schemes of work. Please follow the links for the progression of skills

Our KS2 curriculum follows Kapow. Please follow the links for the progression of skills documents.

[Kapow Progression of skills](#)

[Charanga Progression of skills](#)

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