



Music

Learning for the Head, Heart and Hand



“I don’t sing because I am happy: I’m happy because I sing.” (William James)

Music is just like magic. It is not something you can see, nor touch, yet it is often very powerful: it can make us want to move or change the way we feel; it can tell a story or bring the past to life; it can unite people or evoke fear; it can paint pictures in our minds; it can convince us to buy things or change our opinions on important topics; it can motivate us and energise us, or lull us to sleep; and it can console us when we are in difficult times. Music is almost inseparable from what it means to be human. Music is at the heart of who we are. We were all musicians before we took our very first breath: the first sound each of us ever heard - the first rhythm we ever moved to - was the beating of our mothers’ hearts.

At Lady Joanna Thornhill (Endowed) Primary School, we are committed to creating a love for the magic that is music through inspiring opportunities to listen and respond to, explore, experience and devise their very own range of musical experiences, as a listener, singer and performer. Through our engaging, challenging and expansive curriculum, we ensure all children have access to the unique social, emotional and intellectual benefits achieved through musical excellence; driving curiosity through both independent and collaborative work. Our children learn the fundamentals of music to a high and ambitious standard, including improvising and composing, and responding to and analysing music from different genres, countries, traditions and cultures through history. We believe that music is a transformative, empowering and uniting magic that shapes our development and lives.

Wherever we are, music is too. And yet, it is also somehow something more than us, remaining something of a beautiful mystery - just like magic

“The sheer joy of music making can feed the soul of a school community.” (DfE)

Statutory Guidance

Development Matters 2021 & Primary National Curriculum 2014

EYFS—ELGs (Development matters 2021)	Children in reception will be learning to: • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody.
National Curriculum KS1	Pupils should be taught to: · use their voices expressively and creatively 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 · experiment with, create, select and combine sounds using the inter-related dimensions of music.
National Curriculum KS2	Pupils should be taught to: · play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression · improvise and compose music for a range of purposes using the inter-related dimensions of music · listen with attention to detail and recall sounds with increasing aural memory · use and understand staff and other musical notations · appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians · develop an understanding of the history of music.

Our Intent & Curriculum Aims

At Lady Joanna Thornhill (Endowed) Primary School, we believe that children should be given the opportunity to develop the skills needed to become effective and successful musicians. We aim to develop children's musical skills through the following key areas:

- Listening & appraising
- Singing & performing
- Composing & improvising
- Playing & notation

At Lady Joanna Thornhill (Endowed) Primary School, we use ***Charanga Musical School*** from EYFS to Year 6 to deliver our music curriculum. This provides an exploratory, practical and child-led approach to musical learning, which allows us to put both joy and love for music at the heart of our curriculum delivery. Music is a fluid subject with inter-related dimensions. The Charanga scheme allows us to explore these dimensions through the musical skills of: listening & appraising, singing, composing, improvising, performing, playing and reading notation. Within each unit of learning, students revisit existing knowledge and skills and then build upon and extend them incrementally. Whilst developing this incremental knowledge, children will be delivered their curriculum within a pedagogy that is for the Head, Heart and Hand; every lesson provides opportunities for each. In this manner, every child's learning is consolidated and augmented, allowing for increasing musical confidence, while being consistently yet gently challenged to go deeper with their understanding.

In Year 4, our pupils receive music tuition through Kent Music, learning how to play either the guitar or the Ukulele as well as develop their understanding of notation by learning how to read guitar tablature. These sessions are carefully developed to link to the appropriate skills and knowledge within the Year 4 Charanga objectives, ensuring progression, whilst also being taught alongside termly access to their Charanga lessons. In Year 5, guitar tuition continues, with each child receiving 3 half-terms of whole class tuition again. We believe that providing our pupils with this extended opportunity to learn the guitar will provide the very best opportunity for them to build long-lasting skill, knowledge confidence with a musical instrument: it is our hope that this proficiency will then translate into a longer-lasting love for music and developing within it. We also support music beyond the curriculum through wider school and community events and our school choir.

Implementation – Sequence of Learning

All units within the *Charanga Musical School* scheme have a sequenced overview which outlines each lesson, with the main learning activity and objective to be achieved evident. This is aligned with our Lady Joanna Thornhill (Endowed) Primary School sequence of learning to ensure that progression in all areas of Music is achievable for all. Charanga provide teacher videos, detailed lesson plans and resources to support each teacher's subject knowledge and confidence. Key vocabulary and questions are detailed within these lesson plans to encourage discussion with the correct use of musical terminology.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 1	Introducing Beat How Can We Make Friends When We Sing Together? 1 2 3 4 5 6	Adding Rhythm & Pitch How Does Music Tell Stories about the Past? 1 2 3 4 5 6	Introducing Tempo & Dynamics How Does Music Make the World a Better Place? 1 2 3 4 5 6	Combining Pulse, Rhythm and Pitch How Does Music Help Us to Understand Our Neighbours? 1 2 3 4 5 6	Having Fun with Improvisation What Songs Can We Sing to Help Us through the Day? 1 2 3 4 5 6	Explore Sound and Create a Story How Does Music Teach Us about Looking After Our Planet? 1 2 3 4 5 6
YEAR 2	Exploring Simple Patterns How Does Music Help Us to Make Friends? 1 2 3 4 5 6	Focus on Dynamics & Tempo How Does Music Teach Us about the Past? 1 2 3 4 5 6	Exploring Feelings Through Music How Does Music Make the World a Better Place? 1 2 3 4 5 6	Inventing a Musical Story How Does Music Teach Us about Our Neighbourhood? 1 2 3 4 5 6	Music that Makes You Dance How Does Music Make Us Happy? 1 2 3 4 5 6	Exploring Improvisation How Does Music Teach Us about Looking After Our Planet? 1 2 3 4 5 6
YEAR 3	Developing Notation Skills How Does Music Bring Us Closer Together? 1 2 3 4 5 6	Enjoying Improvisation What Stories Does Music Tell Us about the Past? 1 2 3 4 5 6	Composing Using Your Imagination How Does Music Make the World a Better Place? 1 2 3 4 5 6	Sharing Musical Experiences How Does Music Help Us Get to Know Our Community? 1 2 3 4 5 6	Learning More about Musical Styles How Does Music Make a Difference to Us Every Day? 1 2 3 4 5 6	Recognising Different Sounds How Does Music Connect Us With Our Planet? 1 2 3 4 5 6
YEAR 4	Interesting Time Signatures How Does Music Bring Us Together? 1 2 3 4 5 6	Combining Elements to Make Music How Does Music Connect Us with Our Past? 1 2 3 4 5 6	Developing Pulse & Groove Through Improvisation How Does Music Improve Our World? 1 2 3 4 5 6	Creating Simple Melodies Together How Does Music Teach Us about Our Community? 1 2 3 4 5 6	Connecting Notes and Feelings How Does Music Shape Our Way Of Life? 1 2 3 4 5 6	Purpose, Identity and Expression in Music How Does Music Connect Us With the Environment? 1 2 3 4 5 6
YEAR 5	Getting Started with Music Tech How Does Music Bring Us Together? 1 2 3 4 5 6	Emotions & Musical Styles How Does Music Connect Us with Our Past? 1 2 3 4 5 6	Exploring Key & Time Signatures How Does Music Improve Our World? 1 2 3 4 5 6	Introducing Chords How Does Music Teach Us about Our Community? 1 2 3 4 5 6	Words, Meaning and Expression How Does Music Shape Our Way Of Life? 1 2 3 4 5 6	Identifying Important Musical Elements How Does Music Connect Us With the Environment? 1 2 3 4 5 6
YEAR 6	Developing Melodic Phrases How Does Music Bring Us Together? 1 2 3 4 5 6	Understanding Structure & Form How Does Music Connect Us with Our Past? 1 2 3 4 5 6	Gaining Confidence Through Performance How Does Music Improve Our World? 1 2 3 4 5 6	Exploring Notation Further How Does Music Teach Us about Our Community? 1 2 3 4 5 6	Using Chords and Structure How Does Music Shape Our Way Of Life? 1 2 3 4 5 6	Respecting Each Other through Composition How Does Music Connect Us With the Environment? 1 2 3 4 5 6

As detailed to the left, in the overview of the scheme, each year group curriculum consists six half-termly units. Each unit is in turn structured into six steps which can be covered at a pace of one step per week – though, depending on the creativity that an individual teacher may provide, this pace may vary. 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.

Each unit is carefully sequenced to ensure that the key elements of music are taught, revisited and developed throughout and across year groups. The units revisit six recurring social themes that act as a 'thread' from Year 1 to Year 6 to develop both musical understanding as well as the place of music within our world.

All musical learning in the Charanga scheme is built around the Interrelated Dimensions of Music (see following page): pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation. These dimensions are at the centre of all the learning and are revisited across the curriculum.

The Interrelated Dimensions of Music

The Interrelated Dimensions of Music

Progression through Charanga Musical School



Progression throughout the Units of Work reinforces the interrelated dimensions of music.

With each new song, always start again with the foundation of pulse, then rhythm, then pitch, adding new dimensions as you progress.

This represents an ever increasing spiral of musical learning.

