

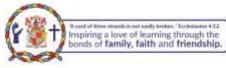
Music Statement of Intent

At Folksworth Primary School we recognise the importance of music in a balanced curriculum. We are a school that is committed to the mental wellbeing of our pupils and understand how music can support this. Music can affect the way we feel and how we communicate; by teaching our pupils about a variety of music genres we aim to develop in them an appreciation of the importance of music to many people. We also want our children to be aware that musical tastes vary and, through teaching of different styles, to give them the confidence to express their own opinion and preferences as well as a respect and understanding for the impact music and musical traditions can have on different communities.

We follow the Charanga scheme of work for music, alongside giving our pupils the opportunity to learn to play different instruments. Through this scheme children listen to, evaluate, compose and sing a variety of pieces in a range of styles so they appreciate different musical genres. Our pupils then also have many opportunities to develop their musical skills and understanding through extra curricular activities, singing during collective worship and performances to audiences.



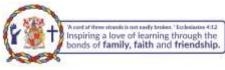
Page | 1



Music Unit Overview

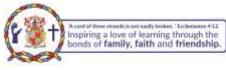
YEAR A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Years 1 & 2	Paddington at the Tower <i>Michael Bond</i>	Toby and the Great Fire of London Margaret Nash & Jane Cope	The Jolly Postman Janet & Allan Ahlberg	The Magic Faraway Tree <i>Enid Blyton</i>	The Lighthouse Keepers' Lunch <i>Ronda & David</i> Armitage	George's Marvellous Medicine <i>Roald Dahl</i>
	Your Imagination	Nativity Performance	Zootime	Hey You!	Hands, Feet, Heart	Round and Round
Years 3 & 4	Charlie and The Chocolate Factory <i>Roald Dahl</i>	Demon Dentist David Walliams	Beowulf Rob Lloyd Jones and Victor Tavares	The Saga of Erik The Viking Terry Jones	Poems to Perform Julia Donaldson	The Time Travelling Cat and the Egyptian Goddess Julia Jarman
	Dragon Song	Blackbird	Three Little Birds	Lean On Me	Bringing Us Together	KS2 Performance
Years 5 & 6	Cosmic Frank Cottrell Boyce	The Nowhere Emporium Ross MacKenzie	Rain Player David Wisniewski		Goodnight Mr Tom Michelle Magorian	Macbeth (A Shakespeare Story) Andrew Matthews and Tony Ross
	Make You Feel My Love	Young Voices Programme	Classroom Jazz 1	Fresh Prince of Bel Air	Music and Me	KS2 Performance

Page | 2



YEAR B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Years 1 & 2	Dogger Shirley Hughes	The Owl Who was Afraid of the Dark Jill Tomlinson	The Tiger who came to tea Judith Kerr	Handa's Surprise Eileen Browne	The Day the Crayons Quit Drew Daywalt & Oliver Jeffers	The Owl and the Pussycat Edward Lear
	Friendship Song	Nativity Performance	Rhythm in the Way we Walk	l Wanna Play in a Band	Instruments: Oc	arina/ Recorders
Years 3 & 4	Stig of the Dump Clive King	The Firework Makers Daughter <i>Philip Pullman</i>	The Iron Man Ted Hughes	Run Wild Gill Lewis	Avoid Being a Roman Soldier David Stewart	The Thieves of Ostia Caroline Lawrence
	Mamma Mia	Instruments: Glockenspiel 1	Instruments: Glockenspiel 2	Let Your Spirit Fly	Stop!	KS2 Performance
Years 5 & 6	Tudor Tales: The Thief, the Fool and the Big Fat King <i>Terry Deary</i>	The Spy Master: First Blood Jan Burchett & Sara Vogler	The Storm Keeper's Island <i>Catherine Doyle</i>	The Highwayman <i>Alfred Noyes</i>	Beasts of Olympus: Beastkeeper Lucy Coats & David Roberts	Percy Jackson and the Lightning Thief <i>Rick Riordan</i>
	Нарру	Livin' on a Prayer	Instruments: Keyboards	Instruments: Keyboards	You've Got a Friend	KS2 Performance

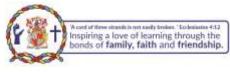
Page | 3



Progression of Knowledge and Skills

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			Performance			
Being maginative and xpressive) Sing a range of well- nown sursery rhymes and songs Perform songs, rhymes, poems and stories with others, and when appropriate try to move in ime with music	Pulse and beat: Understand steady beat and repeated rhythms Rhythm: Create, retain and perform own rhythm pattern/ copycat rhythms & chants Pitch: Listen to/compare sounds in school environment Pitch: Sing familiar songs, using percussion to enhance story telling Pitch:Follow pictures and symbols to guide singing and playing	Pulse and beat: Understand and identify beat groupings, inc. in familiar music Rhythm: Play and invent copycat rhythms on untuned percussion / using word phrases Pitch: Play range of singing games based on the cuckoo interval Pitch: Recognise dot notation and match it to 3-note tunes	Instrumental Performance: Play/ perform melodies following staff notation & ordering phrases Instrumental Performance: Accurately copy stepwise melodic phrases Reading Notation: Introduce the stave, lines and spaces, and clef Reading Notation: Introduce and understand the differences between notations Reading Notation: Apply word chants to rhythms	Instrumental Performance: Develop facility in musical Instrument over sustained period Instrumental Performance: Play and perform melodies following staff notation: Introduce and understand differences between minims, crotchets, paired quavers and rests Reading Notation: Follow and perform simple rhythmic scores to steady beat	Instrumental Performance: Play melodies on tuned percussion, melodic instruments or keyboards Instrumental Performance: Perform range of repertoire pieces/arrangements, developing skill of playing by ear Reading Notation: Further understand differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers Reading Notation: Read/play short rhythmic phrases at sight from prepared cards	Instrumental Performance: Play (including ensembles) melody following staff notation written on one stave Instrumental Performance: Accompany melodies using block chords/bass line Reading Notation: Further understand differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests Reading Notation: Read and play confidently from rhythm notation cards/rhythmic scores
			Composing			
	Experiment with sounds using interrelated dimensions of music eg louder, softer, quicker, slower, simple musical notations	Experiment with, create, select and combine sounds using the interrelated dimensions of music eg louder, softer, quicker, slower, higher, lower, simple musical notations	Begin to compose music on their own and with others, using the interrelated dimensions of music eg pitch, tempo, dynamics, musical notations Use some staff and other musical notation	Compose music on their own and with others using the interrelated dimensions of music eg pitch, tempo, dynamics, duration, musical notations Use and understand some staff and other musical notation	Improvise and compose music for a range of purposes using the interrelated dimensions of music eg duration, timbre, texture, structure, tempo, musical notations Use and understand staff and other musical notation	Improvise and compose music for a range of purposes using the interrelated dimensions of music eg duration, timbre, texture structure, tempo, musical notation Use and understand staff and other musical notation

Page | 4



EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6		
Listening								
(istening, attention and understanding) isten attentively and respond to what they hear with relevant uestions,	isten to a combination of high- uality recorded and live music isten to music from range of origins, traditions, historical periods and social contexts Begin to say what they li e/ disli e and why	isten to a combination of high- uality recorded and live music isten to music from range of origins, traditions, historical periods and social contexts Say what they li e/disli e and give reasons for their opinions	isten with increasing concentration to combination of high- uality recorded and live music evelop understanding of music from range of origins, traditions, historical periods and social contexts escribe music using simple musical vocabulary	isten with increasing concentration to combination of high- uality recorded and live music evelop understanding of music from range of origins, traditions, historical periods and social contexts escribe and evaluate music using simple musical vocabulary	isten with attention to detail to combination of high- uality recorded and live music ppreciate and understand music from range of origins, traditions, historical periods and social contexts valuate and discuss music using increasing complex language	isten with attention to detail to combination of high- uality recorded and live music ppreciate and understand music from range of origins, traditions, historical periods and social contexts valuate and discuss music using increasing complex language		
			Singing		** 	14		
(Being maginative and xpressive) Sing a range of well- nown nursery rhymes and songs - Perform songs, rhymes, poems and stories with others, and, when appropriate, try to move in time with music	Sing collectively a range of simple songs, chants and rhymes from memory espond to simple visual prompts	Sing range of songs regularly with increasing vocal control Know the meaning of simple musical vocabulary	Sing and perform widening range of unison songs tunefully and with expression Perform actions confidently and in time to action songs Keep a steady beat	Continue to sing/perform broad range of unison songs using accurate pitch Sing range of rounds/partner songs Begin to sing repertoire with small & large leaps/simple second part	Perform broad range of songs from extended repertoire for audiences Observe phrasing, accurate pitching and appropriate style Sing 3-part rounds, partner songs & songs with verse and chorus	Sing a broad range of songs (including syncopated rhythms) as part of a choir Continue to sing 3- and 4-part rounds/partner songs Continue to perform range of songs as a choir to range of audiences		

