

Curriculum Intent

Music provides an opportunity for every pupil to express themselves and that embodies one of the highest forms of creativity. Our aim is to provide a high-quality music education that should engage and inspire pupils to develop a love of music and their talent as musicians. This, in turn, should increase their self-confidence, creativity, sense of achievement and curiosity for the subject, as well as their understanding and acceptance of the validity and importance of all types of music. It is the aim to develop children's musicianship (understanding music), listening (appraisal), singing, playing instruments/notation, improvisation and composition. This will all be covered with the music scheme Charanga.

1. How do you ensure consistent delivery across all key stages?

To accompany our progressive curriculum, through which children build upon learning from previous years, our teachers are provided with CPD ensuring that all year groups have consistency in the planning and delivery of lessons. This ensures that all pupils are provided with equal opportunities and exposure to high quality teaching.

2. How does the curriculum cater for disadvantaged, SEND and other minority group students?

Our Music Curriculum is of high quality, it is well thought out and is planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress. Through the child's journey at Longshaw, their musical skills and understanding are built on each year. Throughout this, the child's enjoyment of music is a key element, running alongside the 'taught' musical skills and objectives. We ensure that all children begin each topic with the relevant prior knowledge to succeed, before building upon this with the new learning. Modelling and scaffolding are a focus within lesson delivery, in order to aid all pupils to achieve mastery.

3. How does the curriculum embed prior knowledge and aid long term retention of knowledge?

The Charanga Musical School Scheme provides teachers with week-by-week lesson support for each year group in the school. It is ideal for specialist and non-specialist teachers and provides lesson plans, assessment, clear progression, and engaging and exciting whiteboard resources to support every lesson. The Scheme supports all the requirements of the national curriculum.

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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EYFS	Children in the Early Years Foundation Stage will be exploring many music opportunities in the continuous provision. Children at the end of Reception will sing a range of well-known nursery rhymes and songs; perform songs, rhymes, poems and stories with others, and - when appropriate - try to move in time with music. (Being Imaginative and Expressive)					
1	Hey You (Old School Hip-Hop) Looking at how pulse, rhythm and pitch work together	Rhythm In The Way We Walk and The Banana Rap (Reggae) Looking at pulse, rhythm and pitch, rapping, dancing and singing.	In the Groove (Blues, Baroque, Latin, Bhangra, Folk, Funk) How to be in the groove with different styles of music.	Round and Round (Bossa Nova) Pulse, rhythm and pitch in different styles of music.	Your Imagination (Pop) Using your imagination.	Reflect, Rewind & Replay (Classical) The history of music, look back and consolidate your learning, learn some of the language of music
2	Hands, feet, heart (Afropop, South African) Looking at South African Music	Ho, Ho, Ho (A song with rapping and improvising for Christmas) Festivals and Christmas	I wanna be in a band (Rock) Playing together in a band	Zootime (Reggae) Reggae and animals	Friendship song (Pop) A song about being friends	Reflect, Rewind & Replay (Reflect, Rewind & Replay) The history of music, look back and consolidate your learning, learn some of the language of music
3	Let Your Spirit Fly (RnB) RnB and other styles	Glockenspiel 1 Exploring and developing playing skills	Three Little Birds (Reggae) Reggae and animals	The Dragon Song (A Pop song that tells a stor) Music from around the world, celebrating our differences and being kind to one another	Bringing us Together (Disco) Disco, friendship, hope and unity	Reflect, Rewind & Replay (Classical) The history of music, look back and consolidate your learning, learn some of the language of music
4	Mamma Mia	Glockenspiel 2	Stop!	Lean on Me	Blackbird	Reflect, Rewi

	(Pop) Understanding ABBA's music	(Mixed styles) Exploring and developing playing skills using the glockenspiel	(Grime) Writing lyrics linked to a theme	(Gospel) Soul Gospel music and helping one another	(The Beatles/Pop) The beatles, equality and civil rights	nd and Replay (Classical) The history of music, look back and consolidate your learning, learn some of the language of music
5 and 6 (Cycle A)	Livin' on a Prayer (Rock) Rock Anthems	Classroom Jazz 2 (Bacharach and Blues) Jazz, improvisation and composition	Make You Feel My Love (Pop Ballads) Pop Ballads	You've Got a Friend (70s Ballad/Pop) The music of Carole King	Dancing in the Street (Motown) Motown	Reflect, Rewind and Replay (Classical) The history of music, look back and consolidate your learning, learn some of the language of music
5 and 6 (Cycle B)	Happy (Pop/Neo Soul) Being happy!	Classroom Jazz 1 Jazz and improvisation	A New Year Carol (Classical or Urban Gospel) Benjamin Britten's music and cover versions	The Fresh prince of Bel-Air (Old-School Hip-Hop) Old School Hip Hop	Music and Me Create your own music inspired by your identity and women in the music industry	Reflect, Rewind and Replay (Classical) The history of music, look back and consolidate your learning, learn some of the language of music