

Nansledan School Music Curriculum

At Nansledan School, we use Charanga to support our music teaching, this is an online music scheme provided by Cornwall Music Services/ hub with lots of visual aids and interactive resources to support children's learning about music. Our children have good resources to enable them to learn music such as a class set of recorders, glockenspiels, variety of handheld percussion, handbells, and examples of instruments from around the world.

KS2 children also have the opportunity to learn either the keyboard, drums, and guitar as part of individual tuition lessons and selected KS2 classes have the opportunity to take part in whole class tuition, learning how to play the Ukulele, funded through the Cornwall music education hub. This is a fantastic opportunity and can lead to children taking up individual music lessons for that instrument.

All children also take part in a Key Stage singing assembly once a week where they learn songs related to the season or important festivals. Key Stage Two children also have the opportunity to take part in a choir each term. At Christmas, Key Stage 2 invite parent/carers and local community elders to join us for a Christmas sing-a-long to share the songs we have been learning and Reception and Key Stage 1 put on a nativity play with lots of singing and dancing for parents and carers.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Overview & Planning YEAR R	Mel 1 2 3 4 5 6	My Stories 1 2 3 4 5 6	Everyone! 1 2 3 4 5 6	Our World 1 2 3 4 5 6	Big Bear Funk 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6
Overview & Planning YEAR 1	Hey You! 1 2 3 4 5 6	Rhythm In The Way We Walk and Banana Rap 1 2 3 4 5 6	In The Groove 1 2 3 4 5 6	Round And Round 1 2 3 4 5 6	Your Imagination 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6
Overview & Planning YEAR 2	Hands, Feet, Heart 1 2 3 4 5 6	Ho Ho Ho 1 2 3 4 5 6	I Wanna Play In A Band 1 2 3 4 5 6	Zootime 1 2 3 4 5 6	Friendship Song 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6
Overview & Planning YEAR 3	Let Your Spirit Fly 1 2 3 4 5 6	Glockenspiel Stage 1 1 2 3 4 5 6	Three Little Birds 1 2 3 4 5 6	The Dragon Song 1 2 3 4 5 6	Bringing Us Together 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6
Overview & Planning YEAR 4	Mamma Mia 1 2 3 4 5 6	Glockenspiel Stage 2 1 2 3 4 5 6	Stop! 1 2 3 4 5 6	Lean On Me 1 2 3 4 5 6	Blackbird 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6
Overview & Planning YEAR 5	Livin' On A Prayer 1 2 3 4 5 6	Classroom Jazz 1 1 2 3 4 5 6	Make You Feel My Love 1 2 3 4 5 6	The Fresh Prince Of Bel-Air 1 2 3 4 5 6	Dancing In The Street 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6
Overview & Planning YEAR 6	Happy 1 2 3 4 5 6	Classroom Jazz 2 1 2 3 4 5 6	A New Year Carol 1 2 3 4 5 6	You've Got A Friend 1 2 3 4 5 6	Music And Me 1 2 3 4 5 6	Reflect, Rewind and Replay 1 2 3 4 5 6

Music progression at Nansledan School

KS1 SKILLS	Year 1	Year 2	KS2 SKILLS	Year 3	Year 4	Year 5	Year 6
Controlling skills through singing and playing (play and perform)							
Use voices expressively	Use voices in different ways such as speaking, singing and chanting	Use voices expressively and creatively. To sing with the sense of shape of the melody	Sing songs in unison and two parts	To sing in unison, becoming aware of pitch	To sing in unison maintaining the correct pitch and using increasing expression.	To sing in unison with clear diction, controlled pitch and sense of phrase.	To sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase
Play tuned and un-tuned instruments	To create and choose sounds To perform simple rhythmical patterns, beginning to show an awareness of pulse.	To create and choose sounds for a specific effect. To perform rhythmical patterns and accompaniments, keeping a steady pulse.	To play tuned and un-tuned instruments with control and accuracy	To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes.	To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics	To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression.	To play and perform with accuracy, fluency, control and expression
Rehearse and perform with others	To think about others when performing.	To think about others while performing	To practise, rehearse and present performances with an awareness of the audience	To think about others while performing.	To think about others while performing	To maintain my own part and be aware how the different parts fit together.	To think about the audience when performing and how to create a specific effect.
Creating and developing musical ideas (create and compose)							
Create musical patterns	To know about and	Repeat short rhythmic and melodic patterns	Improvise, developing rhythmic and	To create simple rhythmical	To create rhythmical and simple	To create increasingly complicated	To create and improvise melodic and

	experiment with sounds		melodic material when performing	patterns that use a small range of notes.	melodic patterns using an increased number of notes.	rhythmic and melodic phrases within given structures.	rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures.
Explore, choose and organise sounds and musical ideas	To recognise and explore how sounds can be organised, To identify and organise sounds using simple criteria e.g., loud, soft, high low.	To Begin to explore and choose and order sounds using the inter-related dimensions of music*.	Explore, choose, combine and organise musical ideas with musical structures	To begin to join simple layers of sound, e.g., a background rhythm and a solo melody.	To join layers of sound, thinking about musical dynamics of each layer and understanding the effect.		
Reading and reviewing appraising skills							
Explore and express ideas and feelings about music	To talk about how music makes you feel or want to move. E.g., it makes me want to jump/sleep and shout.	To respond to different moods in music and explain thinking about changes in sound	Analyse and compare sounds Explore and explain ideas and feelings about music using movement, dance and expressive and musical language	To explore and comment on the ways sounds can be used expressively.	To recognise and explore the ways sounds can be combined and used expressively and comment on this effect.	To describe, compare and evaluate different types of music beginning to use musical words.	To describe, compare and evaluate different types of music using a range of musical vocabulary including the inter-related dimensions of music*.
To make improvements to my own work	To think about and make simple suggestions about what could make	To identify what improvements could be made to own work and make these changes,	To reflect on and improve own and others work in relation to its	To comment on the effectiveness of own work, identifying	To comment on the effectiveness of won work, identifying and making	To comment on the success of own and others work, suggesting	To evaluate the success of own and others work, suggesting specific

	their own work better. E.g: play faster or louder.	including altering use of voice, playing of and choice of instruments.	intended effect	and making improvements.	improvements based on its intended outcome.	improvements based on intended outcomes.	improvements based on intended outcomes and comment on how this could be achieved.
Listening and applying knowledge and understanding							
To listen with concentration and recall sounds within increasing aural memory.	To begin to identify simple repeated patterns and follow basic musical instructions.	To identify and recognise repeated patterns and follow a wider range of musical instructions	To listen with attention to detail and to internalise and recall sounds.	To listen with attention and begin to recall sounds.	To listen to and recall patterns of sounds with increasing accuracy.	To listen to and recall a range of sounds and patterns of sounds confidently.	To listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence.
To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised and used expressively within simple structures.	To begin to understand that musical elements can be used to create different moods and effects.	To understand how musical elements create different moods and effects.	To know how the combined musical elements of pitch, duration, dynamics, tempo, timbre, texture and silence can be organised within musical structures and used to communicate different	To begin to understand how different musical elements are combined and used to create an effect.	To understand how different musical elements are combined and used expressively.	To begin to identify the relationship between sounds and how music can reflect different meanings	To identify and explore the relationship between sounds and how music can reflect different meanings.

			moods and effects.				
To understand that sounds can be made in different ways and described using given and invented signs and symbols	To begin to represent sounds with simple sounds including shapes and marks	To confidently represent sounds with a range of symbols, shapes or marks	To know that music is produced in different ways and described through relevant and established and invented notations	To begin to recognise simple notations to represent music, including pitch and volume	To understand and begin to use established and invented musical notations to represent music.	To recognise and use a range of musical notations including staff notation.	To use and apply a range of musical notations including staff can be made in different ways and described using given and invented signs and symbols to plan, revise and refine musical material.
To know how music is used for particular purposes	To listen to short, simple pieces of music and talk about when and why they may hear it. E.g.: a lullaby or Wedding march.	To listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocabulary. E.g. It's quiet and smooth so it would be good for a lullaby.	To understand how time and place can influence the way music is created.	To listen to and begin to respond to music drawn from different traditions and great composers and musicians.	To listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians.	To listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss their differences and how music may have	To develop an understanding of the history of music from different, cultures, traditions, composers and musicians evaluating how venue, occasion and purpose effects the way that music is

						changed over time.	created and performed.
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***Inter-related dimensions of music (dynamics):**

- PULSE: the steady beat of a piece of a piece of music –
- PITCH: the melody and the way the notes change from low to high and vice versa.
- RHYTHM: or duration is the pattern of long and short sounds in a piece of music
- DYNAMICS: Loud and soft
- TEMPO: Fast and slow
- TIMBRE: The type of sound – whisper/hum/sing/talk (examples with the voice) or twinkly/hard/soft (examples with instruments)
- TEXTURE: Layers of sound (number of instruments or voices playing together)
- STRUCTURE: The way the music is laid out –e.g. Verse, chorus, verse.

Foundation stage:

In the foundation stage singing is weaved throughout the day. Singing songs and rhymes together is a great way to develop their communication and language skills in a fun and engaging way. Singing and dancing also helps children express their feelings and ideas, and share them with others, which reinforces positive relationships with adults and other children. Music activities are great for helping build children's confidence, encouraging them to interact with each other, and helping them learn to participate in group activities. Music is also excellent for their physical development. They learn to move in a range of new ways as they dance in time with the music or play musical instruments to a tune.

Term 1 and 2:

Listening and responding to different styles of music, embedding foundations of the interrelated dimensions of music, listening to, learning to sing or sing along with nursery rhymes and action songs, improvising leading to playing classroom instruments and, share and perform the learning that has taken place.

Term 3:

Listen and Appraise

Musical Activities - learn about the interrelated dimensions of music through singing, improvising, and playing classroom instruments

Perform and Share