Music at St Mary's	
Curriculum organisation:	
In the EYFS framework, musical learning comes under the area of 'Expressive Arts and Design' where the focus is on developing children's artistic and cultural awareness in order to support their imagination and creativity. Our curriculum encourages pupils to be observant, creative, patient, good at communication and curious. In KS 1 children are 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	In KS2 children are taught to: • sing and play musically with increasing confidence and control. • develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory • 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 • children in Year 4 spend the year learning an instrument through WCIT – developing their skills across the year and performing to parents, carers and the school three times a year.
Example of Whole School Map and a typical half term overview:	

St Mary's Music Curriculum Map

	Autumn 1 7 Weeks	**Autumn 2** 7 Weeks	**Spring 1** 5.5 Weeks	**Spring 2** 6 Weeks	**Summer 1** 6 Weeks	**Summer 2** 7 Weeks
Nursery	Remember Songs	Familiar songs	Singing	Create songs	Explore instruments	Pitch & tone
	NB: The above is woven through the curriculum throughout the year not taught discretely in terms as with KS1 & 2					
Reception	Listen & respond to music	Singing	Pitch & Melody	Express feelings	Music Making	Performing
	NB: The above is woven through the curriculum throughout the year not taught discretely in terms as with KS 1 & 2					
Year 1	Singing	Performance, singing and rhythm work	Pitch - sol-far	Pitch - singing in parts Carnival of the Animals	Creative project - pitch and rhythm	Performance - bringing it all together - Monkey Puzzle
Year 2	Singing and rhythm work	Performance, singing and rhythm work	Pitch and tuned instruments	Creative project - pitch and rhythm	Music from around the world	Performance - bringing it all together
Year 3	Singing and rhythm work	Performance, singing and rhythm work, including samba	Pitch - tuned percussion instruments	Pitch - recorder	Pitch - recorder continued	Performance - recorder
Year 4	WCIT	WCIT	WCIT	WCIT	WCIT	WCIT
Year 5	Singing and music from around the world	Performance, singing and music history	Band work	Performance, Band work, ICT garage band introduction	Creative projects using ICT – garage band	Performance - bringing it all together
Year 6	Singing and music from around the world	Performance, singing and band work	ICT – garage band and song-writing	Performance, ICT – garage band and song-writing	Performance - Year 6 show	Performance - Year 6 show

Year 5		Unit: Singing LO: We are learning to sing with confidence and attention to detail and in parts, holding our own part Activity: Singing new songs and discovering the history of the song.	Unit: Singing LO: We are learning to sing with increasing fluency, accuracy, control and expression Activity: Look at expectations, learn new songs, look at background and history of the song and recap songs from last week. Record a performance.	Unit: Listening to Sounds LO: We are learning to listen with attention to detail with increasing aural memory Activity: Play music and discuss, ask questions, involve peer learning	Unit: Listening to Sounds LO: We are learning to listen with attention to detail with increasing aural memory Activity: Recap learning from last week with correct terminology	Unit: Music Through the Decades Project LO: We are learning to appreciate and understand a wide range of high-quality recorded music drawn from different traditions Activity: Listen to and discuss music from the 1950s	Unit: Music Through the Decades Project LO: We are learning to appreciate and understand a wide range of high-quality recorded music drawn from different traditions Activity: Listen to and discuss music from the 1960s
		Vocab: Accuracy	Vocab: Accuracy, fluence, breathing, control, dynamics, harmony	Vocab: Ostinato, dynamics, accelerando, rall, drone	Vocab: World music - South Africa, Indonesia, India, Pakistan	Vocab: 1950s, jukebox, rock and roll, crooner, orchestra,	Vocab:1960s, rock

Year 6		Unit: Singing LO: We are learning to sing with confidence and attention to detail and in parts, holding our own part Activity: Singing new songs and discovering the history of the song.	Unit: Singing LO: We are learning to sing with increasing fluency, accuracy, control and expression Activity: Look at expectations, learn new songs, look at background and history of the song and recap songs from last week. Record a performance.	Unit: Rhythm Project LO: We are learning to listen with attention to detail with increasing aural memory Activity: Play music and discuss, ask questions, involve peer learning Activity: Active listening, copying sounds	Unit: Rhythm Project LO: We are learning to improvise and compose music for a range of purposes using the inter-related dimensions of music Activity: Based on last week's listening, create our own piece	Unit: Rhythm Project LO: We are learning to improvise and compose music for a range of purposes using the inter-related dimensions of music Activity: Based on last week's listening, create our own piece	Unit: Rhythm Project LO: We are learning to improvise and compose music for a range of purposes using the inter-related dimensions of music Activity: Based on last week's listening, create our own piece
		Vocab: Accuracy	Vocab: Accuracy, fluence, breathing, control, dynamics, harmony	Vocab: Steve Reich, clapping, rhythms, ostinato	Vocab: Lead, compose, soft, loud, entry	Vocab: Lead, compose, soft, loud, entry	Vocab: Lead, compose, soft, loud, entry

Enrichment:

Planned clubs, trips and visitors are planned into the curriculum and further enrich the children's music education. These include:

Weekly clubs in school - band, practice club, ukulele club and choir

Opportunities to perform in school as part of extra to the curriculum, for example International Evening and termly WCIT performances

RAH Haringey Music Festival

Other Haringey events

Link with other Haringey music groups

Other performances outside of school, such as Crouch End Festival schools' stage with choir, and St. Paul's cathedral with band.

Assessment:

Children are formatively assessed throughout music lessons - next steps are crucial to building upon musical success, so these are given verbally. Children are assessed at the end of each project/area of the curriculum. This includes peer assessment, where feedback is given by other children, as well as input from staff. Where work has been of an exceptionally high quality, performances of that work are arranged in school to showcase the work so that a wider audience can give informal feedback, which is vital in terms of planning for musical success in the future.

Future plans for Music at St. Mary's

- Music nurture groups integral to music planning and SEND provision at St Mary's
- Planning altered to reflect change in number of children on roll
- WCIT courses overhauled to reflect changing number of children
- Continue to support new music teachers entering the profession by helping to train them
- More work on transition with local secondaries
- Label instruments with widgits

Teacher Information:

Planning & Units:

- Units for the whole school are mapped out in the Music Curriculum Map
- Progression of musical skills are mapped out by the Music Progression Map
- Units within a year group are mapped out in the Year Group Map
- Unit overviews for each Music unit are in the Music Half Term Plan
- Each lesson within a unit outlines the musical aims that it covers

Trips:

- See enrichment
- In school visits from musicians and enrichment from their input

Recording:

- Video evidence in the relevant folders on the Google drive
- Photos used for website and celebration of music

Feedback:

- Verbal feedback is given in the moment to move learners on

In the Class Room:

- Key words displayed
- Chord charts for piano and guitar on display
- History of Rock display
- Instruments on display and easily accessible