



Ark Little Ridge
Primary Academy

Music Curriculum



“At ARK Little Ridge our children will be secure in the knowledge of who they are, where they come from and confident in looking to where they will go next.”

Subject Intent

At ARK Little Ridge we aim to foster an interest and enthusiasm for music in all our pupils. We intend for all children to leave primary education having had the opportunity to play a musical instrument as well as listen, compose, improvise and perform to an audience. We expose our pupils to a broad repertoire of different musical genres from a range of different eras to ensure our pupils have a rich and extensive knowledge of the subject. In addition, through learning music, children develop habits of practice, resilience and teamwork.

Implementation

Charanga

Our KS1 and KS2 music curriculum is centred around ‘Charanga’, a vocal based scheme, in which the children learn to listen, sing, play, improvise and compose. Through weekly (bi-termly in KS2) Charanga sessions, children learn to work both independently and as part of a group, ensuring skills of resilience and teamwork are promoted. In addition to regular music lessons, children are exposed to a Charanga based ‘Listening Calendar’ which widens their musical knowledge and is specifically designed to relate to important yearly events.

Our Charanga based scheme is also complimented by ARK Music Week which takes place in the final summer term every year. ARK Music Week allows students to fully immerse themselves in a musician or musical band over the course of a whole week and encourages links to other subjects such as English, Art and Reading.

Singing and playing

Singing is at the very centre of our Charanga based music curriculum, allowing pupils to improve their pitch, notation and timing skills on a regular basis. In addition, children also have the opportunity to play the Glockenspiel across all year

groups and learn the Recorder in Year 4. We also offer pupils the chance to receive either violin or guitar lessons from specialist peripatetic teachers. From Year 4 upwards, pupils are also offered the opportunity to sing in the school choir, allowing them to widen and build upon their singing skills learnt in class.

Performing

At ARK Little Ridge we pride ourselves on providing pupils with many different opportunities to perform. Every pupil performs to parents at least once a year at Christmas time. In addition to this, pupils are able to perform to each other many times over the course of the school year such as at Harvest and during ARK Music Week. In Year 4, pupils are given the exciting opportunity to play in a recorder ensemble as part of the Hastings Music Festival at The White Rock Theatre. Choir pupils are often given the chance to perform in assemblies as well as at important school events such as the Christmas and Summer fayres. Pupils who receive private lessons through our peripatetic teachers are also given the opportunity to play in assemblies at least once year. As a result, music plays a prominent role in our day to day community at ARK Little Ridge.

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Me! 	My Stories 	Everyone! 	Our World 	Big Bear Funk 	Reflect, Rewind, Replay 
Year 1	Hey You! 	Rhythm in the way we walk/ Banana rap 	In the Groove 	Round and round 	Your imagination 	Reflect, Rewind, Replay 
Year 2	Hands, Feet, Heart 	Ho, ho, ho 	I wanna play in a band 	Zootime 	Friendship song 	Reflect, Rewind, Replay 
Year 3	Glockenspiel Stage 1  MFL	3 little birds  MFL	Let your spirit fly  MFL	The dragon song  MFL	Bringing us together  MFL	Reflect, Rewind, Replay  MFL
Year 4	Recorders  MFL	Recorders  MFL	Recorders  MFL	Recorders  MFL	Recorders  MFL	Glockenspiel Stage 2 
Year 5	MFL	Liyin' on a prayer  MFL	MFL	Make you feel my love  MFL	MFL	Fresh Prince of Bel-Air 
Year 6	MFL	Happy  MFL	MFL	Lean on me  MFL	MFL	Music and Me 

MFL Glockenspiel

Performance Calendar

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception		Nativity 		Violin & guitar performance 		ARK music week 
Year 1		Christmas performance 		Violin & guitar performance 		ARK music week 
Year 2		Christmas performance 		Violin & guitar performance 		ARK music week 
Year 3		Christmas songs on the playground 		Violin & guitar performance 		ARK music week 
Year 4		Christmas songs & recorder performance on the playground	Recorder performance at Hastings music festival 	Violin & guitar performance 		ARK music week 
Year 5		Christmas songs on the playground 		Violin & guitar performance 		ARK music week 
Year 6		Christmas songs on the playground 		Violin & guitar performance 		ARK music week Year 6 play 

Listening Calendar

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Charanga based	<p>The Blue Danube by Johann Strauss</p> <p>Colonel Bogey March by Kenneth Alford</p> <p>Love Me Tender by Elvis Presley</p> <p>When I saw her standing there by John Lennon</p> <p>Syncopated Clock by Leroy Anderson</p> <p>Hedwig's Theme from Harry Potter by John Williams</p> <p>Mbube performed by Soweto Gospel Choir</p>	<p>Our House by Madness</p> <p>Smoke on the Water by Deep Purple</p> <p>54-46 That's my number by Frederick Nathaniel Hibbert</p> <p>Symphony No 5 by Beethoven</p> <p>Happy by Pharrell Williams</p> <p>Sleigh Ride by Leroy Anderson</p>	<p>In the Groove by Joanna Mangona</p> <p>Suspicious Minds by Elvis Presley</p> <p>Our Day Will Come by Ruby and the Romantics</p> <p>Eine Kleine Nachtmusik - 1st Movement by Mozart</p> <p>Jammin' by Bob Marley</p>	<p>Bring Him Back Home by Hugh Masekela</p> <p>Rhapsody in Blue by George Gershwin</p> <p>Pick Up the Pieces by Average White Band</p> <p>In the Hall of the Mountain King from 'Peer Grynt' by Edvard Grieg</p> <p>'Spring' from The Four Seasons by Antonio Vivaldi</p>	<p>Montagues and Capulets from Romeo And Juliet by Sergei Prokofiev</p> <p>Ode to Joy by Beethoven</p> <p>Happy Birthday by Stevie Wonder</p> <p>Tubular Bells by Mike Oldfield</p> <p>Make You Feel My Love by Bob Dylan</p> <p>Eye of the Tiger by Survivor</p> <p>Fly Me to the Moon by Frank Sinatra</p>	<p>Storm from Four Sea Interludes by Benjamin Britten</p> <p>When I'm 64 by Paul McCartney</p> <p>Consider Yourself by Lionel Bart</p> <p>We Will Rock You by Queen</p> <p>Oye Como Va by Santana</p> <p>Why Don't You by Gramophonedzie</p> <p>All Right Now by Free</p>
Other	Harvest songs	The Last Post Diwali songs Christmas songs	Chinese New Year songs	Easter songs	Passover songs The National Anthem	Summer holiday songs

Music Skills Progression

	END OF KS1	END OF YEAR 4	END OF YEAR 6
Listening and Appraising	<ul style="list-style-type: none"> ● To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. ● To learn how songs can tell a story or describe an idea. 	<ul style="list-style-type: none"> ● To confidently identify and move to the pulse. ● To talk about the musical dimensions working together in the Unit songs e.g. if the song gets louder in the chorus (dynamics). ● Talk about the music and how it makes them feel. ● Listen carefully and respectfully to other people's thoughts about the music. ● When you talk try to use musical words 	<ul style="list-style-type: none"> ● To identify and move to the pulse with ease. ● To think about the message of songs. ● To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. ● Listen carefully and respectfully to other people's thoughts about the music. ● Use musical words when talking about the songs. ● To talk about the musical dimensions working together in the Unit songs. ● Talk about the music and how it makes you feel, using musical language to describe the music.
Singing	<ul style="list-style-type: none"> ● Learn about voices singing notes of different pitches (high and low). ● Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm). ● Learn to find a comfortable singing position. ● Learn to start and stop singing when following a leader. 	<ul style="list-style-type: none"> ● To sing in unison and in simple two-parts. ● To demonstrate a good singing posture. ● To follow a leader when singing. ● To enjoy exploring singing solo. ● To sing with awareness of being 'in tune'. ● To re-join the song if lost. ● To listen to the group when singing. 	<ul style="list-style-type: none"> ● To sing in unison and to sing backing vocals. ● To demonstrate a good singing posture. ● To follow a leader when singing. ● To experience rapping and solo singing. ● To listen to each other and be aware of how you fit into the group. ● To sing with awareness of being 'in tune'.

Playing	<ul style="list-style-type: none"> ● Treat instruments carefully and with respect. ● Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part). ● Play the part in time with the steady pulse. ● Listen to and follow musical instructions from a leader. 	<ul style="list-style-type: none"> ● To treat instruments carefully and with respect. ● Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation. ● To rehearse and perform their part within the context of the Unit song. ● To listen to and follow musical instructions from a leader. ● To experience leading the playing by making sure everyone plays in the playing section of the song. 	<ul style="list-style-type: none"> ● Play a musical instrument with the correct technique within the context of the Unit song. ● Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. ● To rehearse and perform their part within the context of the Unit song. ● To listen to and follow musical instructions from a leader. ● To lead a rehearsal session
Improvisation	<ul style="list-style-type: none"> ● Improvisation of pulse using clapping ● Use voices and instruments to listen and sing/play back. 	<ul style="list-style-type: none"> ● Improvise using instruments in the context of a song they are learning to perform. ● Listen and sing back melodic patterns ● Listen and play an answer using instruments using one or two notes. 	<ul style="list-style-type: none"> ● Improvise using instruments in the context of a song they are learning to perform. ● Listen and sing back melodic patterns ● Listen and play an answer using instruments using one, two or three notes.

Composition	<ul style="list-style-type: none"> ● Help create three simple melodies with the Units using one, three or five different notes. ● Learn how the notes of the composition can be written down and changed if necessary. 	<ul style="list-style-type: none"> ● Help create at least one simple melody using one, three or all five different notes. ● Plan and create a section of music that can be performed within the context of the unit song. ● Talk about how it was created. ● Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. ● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). 	<ul style="list-style-type: none"> ● Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. ● Explain the keynote or home note and the structure of the melody. ● Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. ● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).
Performance	<ul style="list-style-type: none"> ● Choose a song they have learnt from the Scheme and perform it. ● They can add their ideas to the performance. ● Record the performance and say how they were feeling about it 	<ul style="list-style-type: none"> ● To choose what to perform and create a programme. ● Present a musical performance designed to capture the audience. ● To communicate the meaning of the words and clearly articulate them. ● To talk about the best place to be when performing and how to stand or sit. ● To record the performance and say how they were feeling, what they were pleased with what they would change and why. 	<ul style="list-style-type: none"> ● To choose what to perform and create a programme. ● To communicate the meaning of the words and clearly articulate them. ● To talk about the venue and how to use it to best effect. ● To record the performance and compare it to a previous performance. ● To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”

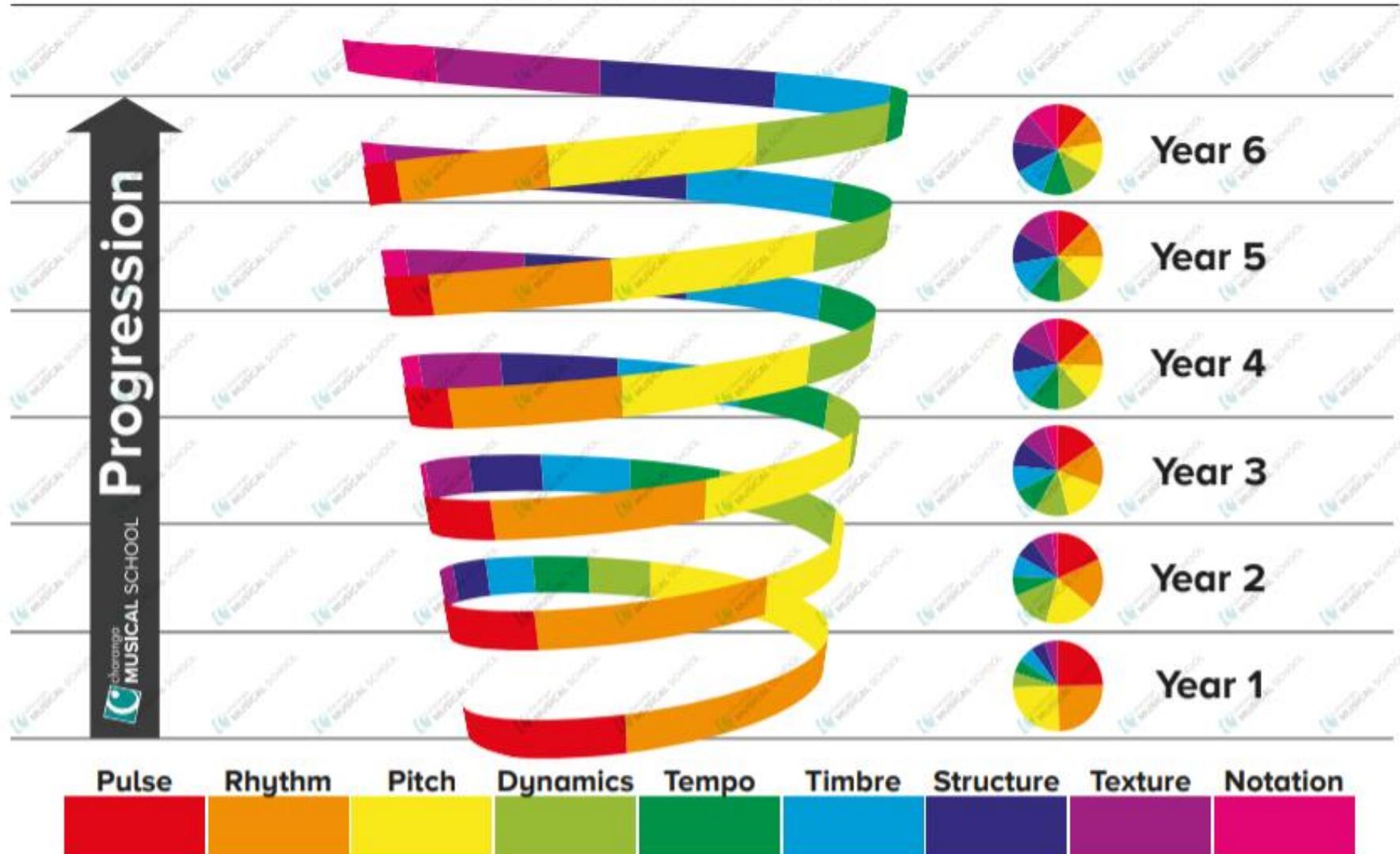
The Interrelated Dimensions of Music

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.



National Curriculum

Key stage 1

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.

Key stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

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.