



## MUSIC CURRICULUM OVERVIEW FOR PARENTS

---

### OUR SCHOOL VISION

*“Striving for excellence together in a caring Christian community.”*

RESPECT COMPASSION COURAGE

As a Church school, we believe that people grow in mind, body and spirit. Christian values are the foundation of our teaching and our ethos as we strive together for excellence for all. We aim for each member of our school community to fully engage in the great adventure that is Primary education.

Working together, we aim for all of our school community to become:

- successful learners who enjoy learning and exploration, make progress and achieve;
- confident, well-rounded individuals who are able to live safe, healthy and fulfilling lives; and
- responsible citizens with strong moral and social values who make a positive contribution to society.

*“I came to give life—life in all its fullness.” John 10:10*

---

### LIVING OUR VISION THROUGH MUSIC

Our Music curriculum helps children become confident, creative and collaborative musicians who share their voice, ideas and talents with others. Children make music together in ensembles, choirs and group compositions that build teamwork, discipline and a sense of belonging, reflecting our values of Respect, Compassion and Courage. Music supports children’s wellbeing by providing a safe way to express emotion, manage feelings and celebrate community life, and it gives them opportunities to contribute joy and creativity to school events and the wider area.

### OUR MUSIC CURRICULUM

We follow a scheme of work based on the Charanga Curriculum, which ensures a balanced mix of singing, rhythm, instrumental performance, and musical appreciation. The curriculum is designed to provide a clear progression of skills as students move from Year 1 to Year 6. In addition to classroom lessons, all children from Reception to Year 6 participate in a structured 30-minute weekly singing session.

---

### YEAR GROUP BREAKDOWN

- **Year 1: Rhythm and Imagination** Children focus on "old-school" hip hop through the unit *Hey You!*, learning about **pulse, rhythm, and rap**. They also explore the **Pop** genre in *Your Imagination*, where they use singing and sound to create stories. The year includes a Christmas musical production.
- **Year 2: Pulse and Performance** Pupils explore **South African Music** in *Hands, Feet, Heart*, developing their dancing and percussion skills. They also study **Reggae** through *Zootime*, focusing on ensemble work and improvisation.



- **Year 3: Soul, Disco and Harmony** This year introduces **R&B and Soul** through *Let Your Spirit Fly* and revisits **Reggae** with *Three Little Birds*. Children explore social themes and **vocal harmony** in the **Disco** unit *Bringing Us Together*.
- **Year 4: Vocal Technique and Ukuleles** Pupils develop their vocal technique, melody, and rhythm through the music of ABBA in the *Mamma Mia* unit. Year 4 also marks the beginning of specialized instrumental instruction with the **Ukulele**.
- **Year 5: Motown and Composition** Children perform as an ensemble to **Motown** classics in *Dancing in the Street*. They revisit **Hip Hop** with *The Fresh Prince of Bel-Air*, where they practice rapping and **composing** their own music. Instrumental progress continues with the **Ukulele**.
- **Year 6: Identity and Expression** In their final year, pupils explore **musical texture** through upbeat Pop and practice **vocal harmony and dynamics** through 70s ballads. The *Music and Me* unit allows for deep reflection on personal identity and musical taste through composition and improvisation.

---

## PROGRESSION

Our curriculum ensures a steady build-up of musical expertise:

- **Singing:** Children progress from simple unison singing to complex multi-part harmonies and expressive solo performances.
- **Rhythm and Pulse:** Progression moves from identifying a basic pulse and simple body percussion to understanding complex rhythms in rap and varied musical genres.
- **Instrumentation:** Pupils start with simple classroom instruments and progress to learning specific instruments like the Ukulele, building ensemble performance skills over time.
- **Appreciation and Analysis:** Children move from imaginative responses to music to being able to reflect on musical texture, dynamics, and the relationship between music and personal identity.

---

## HOW PARENTS CAN SUPPORT

- **Explore Different Genres:** Listen to a wide variety of music at home—from classical to hip hop—and talk about how different songs make you feel.
- **Sing Together:** Encourage your child to join in with songs on the radio or at community events to build their vocal confidence.
- **Identify the Beat:** While listening to music, try to clap along to the pulse or identify repeating rhythmic patterns.
- **Support Performances:** Celebrate your child's courage when they perform in school productions or weekly singing sessions.



## GLOSSARY OF TECHNICAL TERMS

- **Pulse:** The steady heartbeat of the music that you might tap your foot to.
- **Rhythm:** The pattern of long and short sounds that fits over the pulse.
- **Ensemble:** A group of people playing or singing together.
- **Improvisation:** Making up a melody or rhythm on the spot during a performance.
- **Harmony:** Two or more different notes sung or played at the same time to create a pleasant sound.
- **Dynamics:** The volume of the music (how loud or quiet it is).
- **Texture:** How different layers of sound (like voices and instruments) are combined in a piece of music.
- **Composition:** The process of creating and writing your own original piece of music.