



St Mary's Catholic Primary School  
**Educate, Protect, Love, Serve**  
*#making a difference together*

### **Our Vision Statement**

With the love of Jesus and the inspiration of Mary at our heart, we will be the best we can be.  
At St. Mary's we provide every member of our school family with the opportunity to achieve academically and thrive spiritually and socially.

## **Music Curriculum Overview**

*Be a Musician*

## **Music Curriculum - Intent**

The National Curriculum for music aims to ensure that all pupils are taught to:

- Perform, listen to, review and evaluate music
- Be taught to sing, create and compose music
- Understand and explore how music is created, produced and communicated.

At St Mary's, the intention is that children gain a strong understanding of what music is through listening, singing, playing, evaluating and composing across a wide variety of historical periods, styles, traditions, and musical genres, according to their age and year group. We are committed to ensuring children develop a love of various types of music and understand the value and importance of music in the wider community, and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts. In addition to this, we appreciate that everyone has the ability to respond to music. It can help develop and facilitate communication skills, improve self-confidence and independence, enhance self-awareness and awareness of others, improve concentration and attention skills. We aim to enable pupils to create their own unique musical language in which to explore and connect with the world and express themselves.

## **Music Curriculum - Implementation**

The music curriculum at St Mary's school ensures that the children sing, listen, play, perform and evaluate. This is developed in classroom activities (with wider curriculum links, i.e. counting songs in maths) and weekly music lessons, as well as weekly Pray and Praise; in special celebration assemblies or Masses in Church (Harvest, Christmas, Ash Wednesday, Easter) and through various concerts and performances across the year. Musical skills are further developed through the learning of musical instruments. We have peripatetic teachers who run tuition in woodwind and keyboards individually and in groups. We make use of First Access in order to increase engagement and experience with learning an instrument as a whole class. In these lessons, children learn how to play an instrument; understand the principle of creating musical notes; as well as how to read basic music notation.

We have a combined music storage / teaching area, where group and individual music tuition can take place, in addition to the opportunity for sensory / emotion-based exploration of music and instruments.

Music is taught in classroom lessons following the Charanga Model Music Curriculum. Charanga's scheme for the Model Music Curriculum follows a differentiated, spiral approach to musical learning. Within each unit of learning, students revisit existing knowledge and skills and then build upon and extend them incrementally. In this manner, learning is consolidated and augmented, allowing increasing musical confidence, while constantly being gently challenged to go further. The children have the opportunity to watch, listen, sing, play and perform supported by visual and aural prompts. Composing, writing lyrics and performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.

***For more details, please refer to our Music Development Plan:***

[https://www.st-marys-bod.cornwall.sch.uk/web/subject\\_overviews/624732](https://www.st-marys-bod.cornwall.sch.uk/web/subject_overviews/624732)

### Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Nursery F1	Listening to, enjoyment of, and participation in Nursery Rhymes, simple songs and pieces of music through the Curriculum and throughout the school day as part of daily routines.					
Reception F2  Charanga Original Scheme  <a href="https://cornwall.charanga.com/scheme/1311890-year-r">https://cornwall.charanga.com/scheme/1311890-year-r</a>	<b>Me!</b>  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.	<b>My Stories</b>  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.	<b>Everyone!</b>  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.	<b>Our World</b>  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.	<b>Big Bear Funk</b>  Listen and Appraise Musical Activities - learn about the interrelated dimensions of music through singing, improvising and playing classroom instruments.  Perform and Share	<b>Reflect, Rewind and Replay</b>  Consolidation of learning and contextualising the history of music.
Year 1  Charanga Model Music Curriculum	<b>Introducing Beat</b>  In this unit, the Musical Spotlight is 'Introducing Beat'. You will still be embedding and	<b>Adding Rhythm and Pitch</b>  In this unit, the Musical Spotlight is 'Adding Rhythm and Pitch'.	<b>Introducing Tempo and Dynamics</b>  In this unit, the Musical Spotlight is 'Introducing Tempo and Dynamics'. You	<b>Combining Pulse, Rhythm and Pitch</b>  In this unit, the Musical Spotlight is 'Combining Pulse, Rhythm and Pitch'.	<b>Having Fun with Improvisation</b>  In this unit, the Musical Spotlight is 'Having Fun with Improvisation'.	<b>Explore Sound and Create a Story</b>  In this unit, the Musical Spotlight is 'Explore Sound and Create a Story'. You

	<p>learning about all the Foundational Elements of Music, but with a focus on the pulse or beat.</p>	<p>Remember that every piece of music has a pulse or beat – the heartbeat of the music – and that is where it starts. When you add rhythm and pitch, they combine with pulse to create a song (especially if we also add words) or a piece of music.</p>	<p>can introduce the musical words and ideas into your classroom discussions about your musical learning, while continuing to work implicitly with all the other Foundational Elements of Music as you go through the steps of the unit. Talk about these words together as a class and begin to embed them with the children when listening, creating and performing</p>	<p>In the Year 1 units so far, we have already spotlighted pulse and the elements of rhythm and pitch. To talk about combining them might sound like an extra layer of complexity, however, in any song or piece that you have listened to, learnt to sing or performed so far, with a focus on rhythm and/or pitch, you will have combined rhythm and pitch with pulse already!</p>	<p>Improvisation is a great way to create music that belongs to YOU, and to express your feelings and ideas. When someone improvises, they make up their own tune that has never been heard before. It is not written down and therefore will never be heard again. If you write your improvisation down in any way, it becomes a composition and you can play it again with your friends.</p>	<p>will aim to do this in your classroom activities and discussions about your musical learning, while continuing to work implicitly with all the other Foundational Elements of Music as you go through the steps of the unit. The children will be asked to ‘Explore Sound and Create a Story’ as part of their composition activities in this unit.</p>
<p>Year 2 Charanga Model Music Curriculum</p>	<p><b>Exploring Simple Patterns</b></p> <p>In this unit, the Musical Spotlight is ‘Exploring Simple Patterns’. You will be thinking and learning about all the Foundational Elements of Music with a focus on simple patterns in</p>	<p><b>Focus on Dynamics and Tempo</b></p> <p>In this unit, the Musical Spotlight is ‘Focus On Dynamics and Tempo’. In Year 1 Unit 3, the Musical Spotlight was ‘Introducing Tempo and Dynamics’ and we were able to add</p>	<p><b>Exploring Feelings Through Music</b></p> <p>In this unit, the Musical Spotlight is ‘Exploring Feelings Through Music’. As a universal language and mode of expression that has always been an integral part of how we make sense of</p>	<p><b>Inventing a Musical Story</b></p> <p>In this unit, the Musical Spotlight is ‘Inventing a Musical Story’. Throughout this Scheme of Work, you will be improvising and composing. Composing will include using the</p>	<p><b>Music that Makes you Dance</b></p> <p>In this unit, the Musical Spotlight is ‘Music that Makes You Dance’. The children should be encouraged to move to the music and songs they are listening to, singing and performing</p>	<p><b>Exploring Improvisation</b></p> <p>In this unit, the Musical Spotlight is ‘Exploring Improvisation’. You will be doing this in your classroom activities and discussions, while continuing to work implicitly with all</p>

	<p>music, while working implicitly with all the other elements of music as you go through the steps of the unit. The children will be clapping, playing back and creating their own simple patterns in the 'Understanding Music', improvisation and composition activities. The more you get to know music and how it works, the more you realise how important patterns are within it. Music is full of patterns. Those patterns can be found in the Foundational Elements of Music, such as repeated rhythmic ideas, basslines or melodies; or they can be structural, such as a chorus that keeps coming back. There are</p>	<p>even more variety to the music performed or created. We also built our vocabulary of words that can describe the music we hear. We began to embed them with the children when listening, creating and performing. This unit asks for a deeper understanding and application of dynamics and tempo within listening, creating and performing.</p>	<p>our world and our existence, music is inextricably linked to communicating and understanding our emotions and feelings. The songs you will be listening to and learning are clearly linked to emotions, and many can serve as a starting point for further discussion on the emotional and behavioural changes music can have on us as listeners and performers. It might also be interesting to discuss how creating and improvising music is related to changes in emotion.</p>	<p>Graphic Score app. We already looked at how music is related to storytelling in Year 2 Unit 2, thinking particularly about how patterns, dynamics and tempo can help us in telling a story. What other musical elements or parts of music do you think we can use to help us tell a story? This could be a fruitful class discussion at some point in this unit. You might want to talk about how timbre (the way an instrument or voice sounds) might help us represent particular characters in a story, or how rhythm might add excitement or anticipation to a story. You might want to remember Unit 3's discussions</p>	<p>with. Historically, music and dance come from the same place: in early communities, both disciplines formed an integrated whole in the form of human ceremonies and storytelling. Over time, they have become recognised art forms and activities in their own right, but they are still intimately linked.</p>	<p>the other Foundational Elements of Music as you go through the steps of the unit. Improvisation is a great way to create music that belongs to YOU, and to express your feelings and ideas. One of the great things about improvising is that it is unplanned, unscripted and – as long as you stick to one or two rules – there is no 'right' or 'wrong' way to go about it. In addition, it is something that belongs to NOW (not to tomorrow, not to yesterday), which means your playing can reflect exactly how you feel right now. In this way, it allows you to explore and express how you are feeling TODAY. Being in touch with</p>
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	many other ways patterns play a role in music!			on feelings and emotions in music, and how these can be used in storytelling.		your feelings in this creative way can be an important part of reacting to your day.
Year 3 Charanga Model Music Curriculum	<p><b>Developing Notation Skills</b></p> <p>In this unit, the Musical Spotlight is ‘Developing Notation Skills’ and learning about all the Foundational Elements of Music with a focus on notation. Year 3 introduces notation more formally. Just as we can talk and understand words before we read them, we sing, play, improvise and compose before we learn to read music or have an understanding of its language. We use the word ‘musicianship’ to describe the bringing together of musical practice and its theory</p>	<p><b>Enjoying Improvisation</b></p> <p>In this unit, the Musical Spotlight is ‘Enjoying Improvisation’ and learning about all the Foundational Elements of Music with a focus on improvisation, while working implicitly with all the other elements of music as you go through the steps of the unit. In previous units, we have learnt that improvisation is a great way to create music that belongs to YOU, and to express your feelings and ideas. In this unit, you are going to enjoy improvising. Relax and enjoy</p>	<p><b>Composing Using your Imagination</b></p> <p>In this unit, the Musical Spotlight is ‘Composing Using Your Imagination’. Composing music – creating art – is one of the many ways in which music can be compared to magic: from nothing comes something. Something brand new. Something that has never existed before. With just a few different sounds, it is possible to make an infinite number of different pieces of music. No two compositions will be exactly the same. The composition apps in this unit will support children</p>	<p><b>Sharing Musical Experiences</b></p> <p>In this unit, the Musical Spotlight is ‘Sharing Musical Experiences’ and learning about all the Foundational Elements of Music with a focus on experiencing music, while working implicitly with all the other elements of music as you go through the steps of the unit. Sharing our musical experiences, preferences and identities is a wonderful class activity and can help build your community and friendships in the classroom and school! This can happen through</p>	<p><b>Learning More about Musical Styles</b></p> <p>In this unit, the Musical Spotlight is ‘Learning More About Musical Styles’. Musical styles are ways of grouping pieces of music and musicians in order to talk about more general trends and characteristics within the musical world. Like all generalisations, they are approximate and imperfect, but they can be useful when talking or thinking about music. There is no authority on who decides what makes a musical style and so it is open to discussion.</p>	<p><b>Recognising Different Sounds</b></p> <p>In this unit, the Musical Spotlight is ‘Recognising Different Sounds’. You will continue to learn about all the Foundational Elements of Music, with a focus on sounds and sound recognition, while working implicitly with all the other elements of music as you go through the steps of the unit. Recognising the different sounds of instruments is a fun way to exercise the musical element called ‘timbre’. Each voice and instrument has its own distinct sonic ‘fingerprint’ that</p>

	(musical understanding – ‘theory’ is the formal name for the approach to understanding the foundations of music). This is what we have been doing in our music lessons and the understanding of what we have been doing in our music lessons.	improvising a solo or as a group.	creating their own compositions using their imaginations.	every activity in the lesson. Listen and Respond and Perform work particularly well.	However, there are some general elements that people more or less agree upon, which make it possible and useful to associate a piece of music with a musical style. In this Scheme of Work, many varied styles are introduced.	allows a trained ear to distinguish between them – for example, a trumpet and a violin, or a cello and a piano. It is a very important musical skill, and one which we can always improve with practice. You can practise this during all the Listen and Respond activities in each unit.
Year 4 Charanga Model Music Curriculum	<p><b>Interesting Time Signatures</b></p> <p>In this unit, the Musical Spotlight is ‘Interesting Time Signatures’. You will be exploring ‘Interesting Time Signatures’ and continuing to learn about and embed all the Foundational Elements of Music with a focus on time signatures, while working implicitly with all the other elements</p>	<p><b>Combining Elements to Make Music</b></p> <p>In this unit, the Musical Spotlight is ‘Combining Elements to Make Music’. A composer, songwriter, improviser or performer has a roster of tools at their disposal to tell stories in music (to link with this Unit’s Social Theme), including the</p>	<p><b>Developing Pulse &amp; Groove Through Improvisation</b></p> <p>In this unit, the Musical Spotlight is ‘Developing Pulse and Groove Through Improvisation’. Improvisation is a great way to create music that belongs to YOU, and to express your feelings and ideas, often without even having to think too much about it. In</p>	<p><b>Creating Simple Melodies Together</b></p> <p>In this unit, the Musical Spotlight is ‘Creating Simple Melodies Together’. Composing a melody that we then keep and perhaps write down or show to others involves finding a particular combination of pitches and rhythms that we particularly like. Improvising can be</p>	<p><b>Connecting Notes and Feelings</b></p> <p>In this unit, the Musical Spotlight is ‘Connecting Notes and Feelings’. One of the many ways in which music is like magic is the way it can literally change the way we feel. This connection between musical notes and our emotions is not just some sort of impression we have – it can be</p>	<p><b>Purpose, Identify and Expression in Music</b></p> <p>In this unit, the Musical Spotlight is ‘Purpose, Identity and Expression in Music’. Why do we make music? Music making and listening are very natural, human processes, even often an urge, and this is especially true for certain people and communities. That</p>

	<p>of music as you go through the steps of the unit. Knowing how to find the pulse and then identifying the time signature are essential skills in being able to play together with other people. This is how time signatures quite literally help bring – and keep – people together when they are playing or moving to music.</p>	<p>elements of music. The elements of music are like a palette of colours that musicians can use as they organise their musical storytelling.</p>	<p>this unit, you will improvise in time with the music (keep the pulse) and feel the music by getting into the groove. It helps to move to the music when getting into the groove.</p>	<p>a great way to find such a melody. Many composers discover some of their favourite melodies in this way. Once you have got your melody, you need to make sure it is not forgotten, and perhaps even make sure you can ‘give’ it to someone else to play. This can be done by writing it down in musical notation, in demonstrating it physically to someone else, or in recording the audio so that you or others can hear (and copy) it later.</p>	<p>physically measured and observed in the brain and body. Changing the tempo of music we are listening to has been shown to have an impact on our heartbeats. Melodies and harmonies create emotional responses in our brains. We can suddenly feel the irresistible desire to move our bodies to the beat of a song, and many people have experienced ‘goosebumps’ on their skin while listening to music.</p>	<p>being said, it is not all completely spontaneous and even the most ‘free’ improvisation has some kind of thinking, intention, purpose or identity behind it if we look and listen more closely. In Unit 5, we saw how intimately music is linked to our feelings, and how it can be linked with any kind of occasion or emotion. At the same time, we have learnt about how music is culturally variable, and the music some people might associate with one feeling or occasion might not be appropriate for other people or cultures with regard to a similar occasion or feeling.</p>
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<p>Year 5</p> <p>Charanga Model Music Curriculum</p>	<p><b>Getting Started with Music Tech</b></p> <p>In this unit, the Musical Spotlight is ‘Getting Started with Music Technology’. You will continue to learn about all the Foundational Elements of Music with a focus on music technology, while working implicitly with all the other elements of music as you go through the steps of the unit. Technology has always been a part of music and has played an important part in the way music has evolved over time. We often tend to think of ‘tech’ as anything to do with modern IT and everything since the digital age. It is easy to forget and to take for granted that instruments</p>	<p><b>Emotions &amp; Musical Styles</b></p> <p>In this unit, the Musical Spotlight is ‘Emotions and Musical Styles’. You will continue to learn about all the Foundational Elements of Music with a focus on emotions and how they relate to musical styles, while working implicitly with all the other elements of music as you go through the steps of the unit. As a universal language and a mode of expression that has always been an integral part of how we make sense of our world and our existence, music is inextricably linked to communicating and understanding our emotions and feelings. Consider this when you are listening to,</p>	<p><b>Exploring Key &amp; Time Signatures</b></p> <p>In this unit, the Musical Spotlight is ‘Exploring Key and Time Signatures’. You will continue to learn about all the Foundational Elements of Music with a focus on key signatures and time signatures, while working implicitly with all the other elements of music as you go through the steps of the unit. The theory documentation and learning resources for this unit go into more detail on time and key signatures.</p>	<p><b>Introducing Chords</b></p> <p>In this unit, the Musical Spotlight is ‘Introducing Chords’. Every piece of popular music has a structure and is built around a set of chords. In this unit, the children will have the option to begin to create their own song as part of a ‘Song Creator Series’. They will learn to use basic chords as a part of this. The supporting videos and documentation are signposted in the lesson plans. What is a Chord? A chord in music is when two (usually three) or more notes are played together.</p>	<p><b>Words, Meaning and Expression</b></p> <p>In this unit, the Musical Spotlight is ‘Words, Meaning and Expression’. Music is an age-old human phenomenon, rooted in ceremony and storytelling. Our storytelling has only been possible as long as we have had language, and therefore the combination of words and music – what we now call songwriting – is arguably the earliest form of both music and literature.</p>	<p><b>Identifying Important Musical Elements</b></p> <p>In this unit, the Musical Spotlight is ‘Identifying Important Musical Elements’. This Scheme is designed as a Spiral curriculum. We know that all the musical elements are important, but as we embed that musical learning we can focus on and identify elements that are important for what we might be doing within a specific lesson. A composer, songwriter, improviser or performer has a roster of tools at their disposal to tell stories in music (to link with this Unit’s Social Theme), including the elements of music. Eight principle elements of music</p>
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	<p>such as the piano are wonders of technology themselves and were created long before the 20th century that gave birth to microchips, modern computers and the internet. How are you engaging in music technology in this unit or even throughout the Scheme?</p>	<p>responding to and performing the music in this unit.</p>				<p>are: Tempo, Dynamics, Rhythm, Melody, Harmony, Timbre, Texture and Form.</p>
<p>Year 6 Charanga Model Music Curriculum</p>	<p><b>Developing Melodic Phrases</b></p> <p>In this unit, the Musical Spotlight is ‘Developing Melodic Phrases’. Composing a melody that we then keep and perhaps write down or show to others involves finding a certain combination of pitches and rhythms that we particularly like. Improvising can be</p>	<p><b>Understanding Structure and Form</b></p> <p>In this unit, the Musical Spotlight is ‘Understanding Structure and Form’. You will continue to learn about all the Foundational Elements of Music with a focus on structure and form, while working implicitly with all the other elements of music as you go through the steps</p>	<p><b>Gaining Confidence Through Performance</b></p> <p>In this unit, the Musical Spotlight is ‘Gaining Confidence Through Performance’. You will continue to learn about all the Foundational Elements of Music with a focus on confidence through performing, while working implicitly with all the other elements of music</p>	<p><b>Exploring Notation Further</b></p> <p>In this unit, the Musical Spotlight is ‘Exploring Notation Further’. You will continue to learn about all the Foundational Elements of Music with a focus on notation, while working implicitly with all the other elements of music as you go through the steps of the unit. Notation was</p>	<p><b>Using Chords and Structure</b></p> <p>In this unit, the Musical Spotlight is ‘Using Chords and Structure’. You will continue to learn about all the Foundational Elements of Music with a focus on chords and structure, while working implicitly with all the other elements of music as you go through the steps of the</p>	<p><b>Respecting Each Other Through Composition</b></p> <p>In this unit, the Musical Spotlight is ‘Respecting Each Other Through Composition’. You will continue to learn about all the Foundational Elements of Music with a focus on composition and respect/identity, while working implicitly with all the other elements</p>

	<p>a great way to find such a melody. As we improvise, we might suddenly play a few notes together that we want to 'keep' – to use again. Writing our first melodic phrases is a bit like writing our first sentences of words: the next step is to join several of them together, to create a sequence of phrases that sound right together and that start somewhere, go on a little journey or story and then have a sense of returning back 'home'. One way to do this is to make sure that the first and last notes of your multi-phrase melody are the same note (but it is not essential!)</p>	<p>of the unit. Structure or form refers to the order that different parts of a piece of music are played in. Traditional Pop music usually follows a 'verse-chorus-verse' structure. Classical music has different structures. In this unit, you will be engaging with different ways in which music can have form and structure. You can do this through the Listen and Respond activities and the songs you are working with.</p>	<p>as you go through the steps of the unit. There are plenty of opportunities for performance in each Unit of Work.</p>	<p>formally introduced in Year 3. You will find supporting documentation and video if you wish to teach this language of music in greater depth. Differentiated instrumental parts are available to support the reading of notation along with the varied composition activities and Music Notepad app. Always remember that a 'sound before symbol' approach to music is important and it really doesn't matter if some children don't read musical notation.</p>	<p>unit. We know what chords and structure are. Every piece of popular music has a structure and is built around a set of chords. In this unit, you will have the option to create your own song as part of a 'Song Creator Series'. The supporting videos and documentation are signposted in the lesson plans.</p>	<p>of music as you go through the steps of the unit. When making music together, performing and creating, it is vital to learn to respect one another. Given its heavy emotional element and the close association music has with personal identity, diversity and culture, it should be clear that respecting other people is also about respecting their music – be it their own creation or of their broader life story, community or culture.</p>
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