



Music at RCS

Intent

Foundation Stage (FS)

By the end of Foundation Stage, the children will have had the experience of using their voices expressively and creatively by singing songs and speaking chants and rhymes. They will have played tuned and un-tuned percussion instruments rhythmically and musically to accompany songs. They will have experimented with different ways of changing sounds and songs. They will have listened to a range of recorded music and be able to express how the music makes them feel.

Key Stage 1 (KS1)

By the end of KS1, the children will have listened to a variety of music from different styles, traditions and times. They start to recognise and identify very simple style indicators and different instruments used.

When listening to music they will start to find and internalise the pulse using movement. They will begin to listen, with respect, verbalise their own opinion and listen to other people's ideas and feelings towards the music.

They will be able to discuss the simple dimensions of music (pulse, rhythm, pitch, tempo, dynamics), and how they fit into the music they listen to. They will begin to understand this through activity and feeling with repeated games and activities.

They will begin to understand the importance of why we warm up our voices, good posture, breathing in phrases and projecting their voices.

They will understand how to compose simple melodies.

They will practise, rehearse and present performances with awareness of an audience and begin to realise that performance can influence how music is presented.

They will understand the importance of working together in an ensemble or as part of a group. They will do this by singing in a group, ensemble or choir for school performances and events over the school year.

Key Stage 2 (KS2)

By the end of KS2, The children will be able to listen with concentration to a variety of music from different styles, traditions and times and place the music in its historical context. They will identify different style indicators, instruments and their sounds.

When listening to the music, they will be able to confidently find and internalise the pulse using movement and understand the pulse and its role as the foundation of music.

They will be able to use correct musical language to describe the music they are listening to and their feelings towards it.

The children are introduced to basic formal notation.

They will use an instrument to play melodies, tunes and accompaniments. Play and perform in solo and ensemble contexts playing familiar pieces with increasing accuracy, control and maintain an appropriate pulse.

They will practise, rehearse and present performances with more understanding and awareness of an audience and their needs.

They will communicate ideas, thoughts and feelings through musical demonstration, language and movement, and other art forms, giving simple justifications of reasons for responses.

They will have opportunities to make constructive comments about each other's work and ways to improve it.

Additional comment

In our capacity as a church school, the children all attend and take part in annual Christian events such as the Nativity, Our Easter Church Service and Our Harvest Church Service, where they learn and perform songs in class groups and as a whole school to parents and carers.

We offer additional opportunities for all, including our children with Special Educational Needs, to join the school choir and whole year groups that take part in special annual events in and around the borough such as The Mayors Carol Concert and singing at the Albert Hall.

Children are also offered the opportunity to take part in a band and learn to sing or play different instruments with 'Rocksteady' each week and perform in a termly concert, bursary places are allocated for pupil premium children.

Implementation

At RCS we follow the Charanga Scheme of Work. Each year group has three half terms of music teaching, two from Charanga and one being the Christmas Production. In each Charanga unit all areas of the music curriculum for the KS are addressed.

In Years 1-6, Teachers can choose to deliver Music on a weekly basis for the duration of the half term, or they can block it in bigger chunks.

The Charanga units chosen to be studied can be seen in the table below. Each year group also has a Curriculum Map: <http://roehampton.wandsworth.sch.uk/curriculum/curriculum-map/> and the aspects of the Music Curriculum designated to that year group have been allocated in the three half terms where Music will be taught.

In the Foundation Stage music is delivered in a cross-curricular manner, and is woven into the curriculum wherever possible in line with the Expressive Arts and Design strand of the Early Learning Goals. Provision for exploring a range of instruments both in the indoor and outdoor learning environments is made on a regular basis. Songs are taught which reflect the topics that are being covered. Although the Charanga scheme of work is not specifically covered in the FS, teachers may dip in and out, and aspects of it are taught, such as beating out a rhythm.

Where possible teachers will use a variety of learning styles to ensure all children have access to the curriculum. Children will get opportunities to explore instruments first-hand and to creatively experiment with a range of sounds. Teachers strive to meet the needs of all individual learners in their teaching of Music. This may include, for example, the use of flexible groupings, the promotion of listening skills and exploration of a variety of musical notation methods. Please see our SEND/Equality Statement of Intent/Implementation for more information on ways in which we seek to ensure that all pupils have opportunities to succeed across all curriculum areas.

Year Group	Aspect of Music Curriculum	Charanga unit focus	Area of Music Covered
1	<p>Use voice 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 interrelated dimensions of music.</p>	<p>Hey You (Rap)</p> <p>Nativity production</p> <p>Your imagination</p>	<p>Unit: Hey You! Style: Old School Hip Hop Listen and appraise the song ‘Hey You!’ and other Hip Hop songs. Learn to sing the song ‘Hey You!’ Play vocal warm up games. Play body percussion with the song. Improvise with percussion instruments. Perform the song ‘Hey You!’ Unit: Your Imagination Listen to and appraise the song ‘Your imagination’ and other songs about using your imagination (throughout the term). Start to learn the song, ‘Your imagination’. Sing the song and play instrumental parts within the song. Sing the song and improvise using voices and/or instruments within the song. Sing the song and perform composition(s) within the song. End of unit performance. Preparation for end of year ‘leavers’ performance.</p>
2	<p>Use voice 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 interrelated dimensions of music.</p>	<p>Hands, Feet and Heart</p> <p>Nativity Production</p> <p>Friendship Song</p>	<p>Unit: Hands, feet and heart Style: South African styles Listen to and appraise the song ‘Hands, Feet, Heart’ and other songs that celebrates South African Music. Play musical warm up games and perform vocal exercises. Learn to sing the song ‘Hands, Feet, Heart. Play Instruments with the Song. Improvise with the Song: Using voices and instruments. Perform the song. Unit: Friendship song Listen to and appraise a range of songs about friendship (throughout the term). Start to learn the song, ‘Friendship song’. Sing the song and play instrumental parts within the song. Sing the song and improvise using voices and/or instruments within the song. Sing the song and perform composition(s) within the song. Perform the song.</p>

3	<p>Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improve and compose music for a range of purposes using the interrelated 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.</p>	<p>Christmas Production</p> <p>Three Little Birds (Reggae)</p> <p>Bringing Us Together (Disco)</p>	<p>Unit: Three Little Birds – Bob Marley Style: Reggae Listen to and appraise a range of Reggae songs. Learn to sing the song, ‘Three Little Birds,’ by Bob Marley. Sing the song and improvise using voices and/or instruments within the song. Create and practice a composition for the instrumental part of the song. Sing the song and perform composition(s) within the song. Take part in the end of unit performance. Unit: Bringing us together Style: Disco Listen to and appraise a range of Disco music (throughout the term) Start to learn the song, ‘Bringing us together’ by Sing the song and play instrumental parts within the song. Sing the song and improvise using voices and/or instruments within the song. Sing the song and perform composition(s) within the song. Perform song.</p>
4	<p>Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improve and compose music for a range of purposes using the interrelated 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.</p>	<p>Christmas Production</p> <p>Mama Mia (Abba)</p> <p>Blackbird (Beatles)</p>	<p>Unit: Mama Mia Style: Abba Listen and appraise the song ‘Mamma Mia’ and other Abba songs. Play musical warm up games and perform vocal exercises. Learn to sing the song: Vocal Warm-ups and singing. Play instruments with the song. Improve with the Song: Using voices and instruments. Perform the song. Unit: Blackbird Style: The Beatles Listen to and appraise a range of songs by The Beatles (throughout the term). Start to learn the song, ‘Blackbird’. Sing the song and play instrumental parts within the song. Sing the song and improvise using voices and/or instruments within the song. Sing the song and perform composition(s) within the song. Perform song.</p>
5	<p>Play and perform in solo and ensemble contexts, using voices and playing musical instruments</p>	<p>Christmas Production</p>	<p>Unit: The Fresh Prince of Bel Air Style: Hip Hop Listen to and appraise a range of Hip Hop tunes. Begin to learn the</p>

	<p>with increasing accuracy, fluency, control and expression. Improve and compose music for a range of purposes using the interrelated dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p>	<p>The Fresh Prince of Bel Air</p> <p>Dancing in the Street</p>	<p>lyrics to the song- The Fresh Prince of Bel Air. Keep time and tune with the song- The Fresh Prince of Bel Air. Sing the song and improvise using voices and or instruments within the song. Sing the song and perform compositions with the song. Perform song.</p> <p>Unit: Dancing in the Street</p> <p>Style: Motown</p> <p>Listen to and appraise a range of Motown songs (throughout the term). Start to learn the song, 'Dancing in the street'. Sing the song and play instrumental parts within the song. Sing the song and improvise using voices and/or instruments within the song. Sing the song and perform composition(s) within the song. Perform song.</p>
6	<p>Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improve and compose music for a range of purposes using the interrelated dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Use and understand staff and other musical notations.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>Develop an understanding of the history of music.</p>	<p>Happy (Pharrell Williams)</p> <p>Christmas Production</p> <p>Y6 Musical</p>	<p>Unit: Happy</p> <p>Style: Pop/Motown</p> <p>Listen and Appraise the song Happy and other songs in different styles about being happy. Begin to learn the lyrics to the song- Happy by Pharrell Williams. Keep time and tune with the song- Happy by Pharrell Williams. Sing the song and improvise using voices and or instruments within the song. Compose with the song. Perform song.</p>