

Halesowen C of E Primary School



We care, we trust, we believe.

We share, we enjoy, we achieve.

Music Curriculum



**Halesowen C of E Curriculum
History Curriculum**

School Vision

Halesowen Church of England Primary School was a school built for the local community. Right from the beginning it was an inclusive school built on strong Christian beliefs. It is our duty to ensure that this deeply Christian core runs through everything we do at Halesowen C of E in the modern day.

We believe children can flourish if they are loved and valued. We have high expectations of everyone because we know they can achieve if someone believes in them. We trust each other and are proud that we are one big family. We care about each and every one of our families. We enjoy the job we do and make school a fun place to be. We share this place Halesowen C of E; a place special to all of us, a place where we can feel safe, a place where we can learn and thrive together.

Our Halesowen Curriculum Vision

At Halesowen C of E we want all children to have access to a meaningful, fun and exciting, curriculum which is rich with first hand experiences and language. We will ensure pupils are given the opportunities to achieve. We believe that:

“A child is like a butterfly in the wind. Some can fly higher than others, but each one flies the best it can. Each one is different, each one is special, each one is beautiful.”

We value all of our children irrespective of background, culture or academic ability and want them all to experience the breadth of curriculum subjects we offer allowing them to develop their own preferences and interests which they can foster and develop as they learn grow and move on to their next phase of education.



Halesowen C of E Curriculum
History Curriculum

Curriculum Intent

<p>STATUTORY REQUIREMENTS AND NON- STATUTORY GUIDANCE</p>	<ul style="list-style-type: none"> • EYFS:- Statutory EYFS framework and Early learning goals. Use of Development Matters 2021. Taken predominantly from the Expressive Arts and Design Section; whilst also drawing on skills from Communication and Language and Physical Development. • Key stage 1 and 2: - National Curriculum. • Use of the document “Teaching a Broad and Balanced Curriculum for Education Recovery”, “The Power of Music to Change Lives” • Use of the Charangra scheme: English Model Music Curriculum Scheme v2.
<p>PROVISION</p>	<ul style="list-style-type: none"> • Music stands alone in most ways, but staff will make links to the wider immersive thematic approach where appropriate. • In Key Stage 1 and Key Stage 2 children will be taught music through weekly sessions. • In EYFS opportunities to learn music through play and exploration within half termly topics. Songs and rhymes are used as part of the everyday routine through dedicated song and story time, at transition times and as part of teaching input linked to different topics.
<p>KNOWLEDGE</p>	<ul style="list-style-type: none"> • Children need to understand how music is put together and the different historical periods, genres, styles and traditions. • Each aspect of music should be covered in depth: Musicianship (understanding of music), Listening, Singing, Notation, Playing Instruments, Improvising, Composing, Performing. • The knowledge in the music curriculum is intended to be progressive and is designed to build on prior learning but to ensure acquisition deliberately overlaps and is repetitive. • There is a focus on retention of knowledge and this is addressed in a number of ways such as quizzes.
<p>SKILLS</p>	<ul style="list-style-type: none"> • There is a planned skills progression through identified key aspects of the subject. • These skills are categorised in the same key areas as knowledge: Musicianship (understanding of music), Listening, Singing, Notation, Playing Instruments, Improvising, Composing, Performing. • Children will learn each skill and then have an opportunity to revisit it again regularly. • Throughout school children will have opportunity to play a range of noted instruments: glockenspiels, ocarinas (year 5) and recorders (year 6).
<p>MEANINGFUL START POINTS</p>	<ul style="list-style-type: none"> • Children need to know where subjects exist in real life. “We are musicians”. They need to understand what music is and when we are learning a musical aspect within other lessons. • Initial learning should link to the child and their part in the subject in real life. In music each theme or topic should always start with “What type of music do I like?”
<p>VOCABULARY AND LANGUAGE</p>	<ul style="list-style-type: none"> • Children should build a bank of subject and topic specific vocabulary – understanding meanings and define words then use in the correct context. • They should use language to question, enquire, compare, contrast, appraise, explain, justify and debate.



Halesowen C of E Curriculum History Curriculum

ENRICHMENT OPPORTUNITIES	<ul style="list-style-type: none">• Music is a universal language that embodies one of the highest forms of creativity.• To enhance children's understanding of the music that is played and sung, children need the chance to listen to a variety of different genres.• Children will be exposed to different musical instruments and the sounds that they make. Children will learn how to play some instruments in lessons but extra opportunities will be offered to have music tuition and develop their own interests and talents.• Relevant and meaningful opportunities should be provided linked to their local area, individual interests, current affairs or events, culture and community. For example- Music of other cultures, Local musicians, participate in school events e.g. choir, singing round the tree in the town centre with other schools, Talent show- opportunity to show off their musical ability.• Children have the opportunity to learn to sing or play a musical instrument, through extra-curricular clubs such as choir and I-Rock.• Children will also have the opportunity to perform for audiences in school and out of school, including singing around the Christmas tree, Choir Festival and I-Rock Concerts.
INDIVIDUAL DEVELOPMENT	<ul style="list-style-type: none">• Ensure equality so all children can access learning (SEND). Consider ways children who struggle with English skills can present learning, or children with physical impairments can access tools and resources. Play special attention to any children with a hearing impairment to ensure they can access the curriculum https://www.musicmark.org.uk/wp-content/uploads/ndcs_how_to_make_music_activities_accessible.pdf• Allow opportunities for curiosity and fascination in all areas of music- create awe and wonder about the different styles of music in the world around them.• Make time for children to be inquisitive and develop learning in their own way- let them own their learning journey and applying skills they have been taught.• Nurture ambitions and aspirations- talk about the variety of careers that can use their musical skills.• Develop a curiosity for how music is made, recorded, edited and changed.



Halesowen C of E Curriculum
History Curriculum

Knowledge and Skills Progression map

Aspect	EYFS	Key stage 1	Lower key stage 2	Upper key stage 2
Musicianship: Understanding Music	<ul style="list-style-type: none"> Respond emotionally and physically to music when it changes. Explore their voices and enjoy making sounds. Make rhythmical and repetitive sounds 	<ul style="list-style-type: none"> Use body percussion, instruments and voices. In the key centres of: C major, F major, G major and A minor. Find and keep a steady beat together. Understand the difference between creating a rhythm pattern and a pitch pattern. Copy back simple rhythmic patterns using long and short. Copy back simple melodic patterns using high and low. Complete vocal warm-ups with a copy back option to use Solfa. Sing short phrases independently. 	<ul style="list-style-type: none"> Use body percussion, instruments and voices. In the key centres of: C major, F major, G major and A minor. In the time signatures of: 2/4, 3/4 and 4/4. Find and keep a steady beat. Copy back and improvise simple rhythmic patterns using semibreves, minims, dotted crotchets, crotchets, quavers, semiquavers and their rests, by ear or from notation. Copy back and improvise simple melodic patterns using the notes: C, D, E G, A, B F, G, A A, B, C 	<ul style="list-style-type: none"> Use body percussion, instruments and voices. In the key centres of: C major, G major, D major, A minor and D minor. In the time signatures of: 2/4, 3/4, 4/4, 5/4 and 6/8. Find and keep a steady beat. Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation. Copy back melodic patterns using the notes: D, E, F, G, A C, D, E, F, G, A, B G, A, B, C, D, E, F# D, E, F#, G, A, B, C# A, B, C, D, E, F, G
Listening	<ul style="list-style-type: none"> Show attention to sounds and music. Anticipate phrases and actions in rhymes and songs, like 'Peepo'. Listen with increased attention to sounds. Respond to what they have heard, 	<ul style="list-style-type: none"> Mark the beat of a listening piece (eg Boléro by Ravel) by tapping or clapping and recognising tempo, as well as changes in tempo. Walk in time to the beat of a piece of music. 	<ul style="list-style-type: none"> Talk about the words of a song. Think about why the song or piece of music was written. Find and demonstrate the steady beat. Identify 2/4, 3/4, and 4/4 metre. 	<ul style="list-style-type: none"> Talk about feelings created by the music. Justify a personal opinion with reference to Musical Elements. Identify 2/4, 4/4, 3/4, 6/8 and 5/4.



Halesowen C of E Curriculum
History Curriculum

	<p>expressing their thoughts and feelings.</p> <ul style="list-style-type: none"> • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. 	<ul style="list-style-type: none"> • Identify the beat groupings in the music you sing and listen, eg 2-time, 3-time etc. • Move and dance with the music confidently. • Talk about how the music makes you feel. • Find different steady beats. • Describe tempo as fast or slow. • Describe dynamics as loud or quiet. • Join in sections of the song, eg call and response. • Start to talk about the style of a piece of music. • Recognise some band and orchestral instruments. • Start to talk about where music might fit into the world 	<ul style="list-style-type: none"> • Identify the tempo as fast, slow or steady. • Recognise the style of music you are listening to. • Discuss the structures of songs. • Identify: Call and response; A solo vocal or instrumental line and the rest of the ensemble; A change in texture; Articulation on certain words; Programme music • Explain what a main theme is and identify when it is repeated. • Know and understand what a musical introduction is and its purpose. • Recall by ear memorable phrases heard in the music. • Identify major and minor tonality. • Recognise the sound and notes of the pentatonic scale by ear and from notation. • Describe legato and staccato. • Recognise the following styles and any important musical features that distinguish the style: 20th and 21st Century Orchestral, 	<ul style="list-style-type: none"> • Identify the musical style of a song using some musical vocabulary to discuss its Musical Elements. • Identify the following instruments by ear and through a range of media: bass guitar, electric guitar, percussion, sections of the orchestra such as brass, woodwind and strings, electric organ, congas, pianos and synthesizers, and vocal techniques such as scat singing. • Discuss the structure of the music with reference to verse, chorus, bridge and an instrumental break. • Explain a bridge passage and its position in a song. • Recall by ear memorable phrases heard in the music. • Identify major and minor tonality, chord triads I, IV and V, and intervals within a major scale. • Explain the role of a main theme in musical structure. • Know and understand what a musical introduction and outro is, and its purpose.
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Halesowen C of E Curriculum
History Curriculum

			<p>Reggae, Soul, R&B, Pop, Folk, Jazz, Disco, Musicals, Classical, Rock, Gospel, Romantic, Choral, Funk and Electronic Dance Music.</p>	<ul style="list-style-type: none"> Identify the sound of a Gospel choir and soloist, Rock band, symphony orchestra and A Cappella groups. Recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Soul, Pop, Hip Hop, Jazz: Swing, Rock, Disco, Romantic, Zimbabwean Pop, R&B, Folk, Gospel, Salsa, Reggae, Musicals and Film Music.
Singing	<ul style="list-style-type: none"> Explore their voices and enjoy making sounds. Join in with songs and rhymes, making some sounds. Make rhythmical and repetitive sounds Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star' Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up 	<ul style="list-style-type: none"> Sing as part of a choir. Demonstrate good singing posture. Sing songs from memory and/or from notation. Sing to communicate the meaning of the words. Sing in unison and sometimes in parts, and with more pitching accuracy. Understand and follow the leader or conductor. Add actions to a song. Join in sections of the song, eg chorus. 	<ul style="list-style-type: none"> Rehearse and learn songs from memory and/or with notation. Sing in different time signatures: 2/4, 3/4 and 4/4. Sing as part of a choir with awareness of size: the larger, the thicker and richer the musical texture. Demonstrate good singing posture. Demonstrate vowel sounds, blended sounds and consonants. Sing 'on pitch' and 'in time'. Sing expressively, with attention to breathing and phrasing. 	<ul style="list-style-type: none"> Rehearse and learn songs from memory and/or with notation. Sing a broad range of songs as part of a choir, including those that involve syncopated rhythms, with a good sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style. Continue to sing in parts where appropriate. Sing in 2/4, 4/4, 3/4, 5/4 and 6/8. Sing with and without an accompaniment.



Halesowen C of E Curriculum
History Curriculum

	<p>and down, down and up) of familiar songs.</p> <ul style="list-style-type: none"> • Create their own songs or improvise a song around one they know. • Sing in a group or on their own, increasingly matching the pitch and following the melody. 		<ul style="list-style-type: none"> • Sing expressively, with attention to staccato and legato. • Talk about the different styles of singing used for different styles of song. • Talk about how the songs and their styles connect to the world. 	<ul style="list-style-type: none"> • Sing syncopated melodic patterns. • Demonstrate and maintain good posture and breath control whilst singing. • Sing expressively, with attention to breathing and phrasing. • Sing expressively, with attention to dynamics and articulation. • Lead a singing rehearsal. • Talk about the different styles of singing used for the different styles of songs sung in this year. • Discuss with others how connected you are to the music and songs, and how the songs and styles are connected to the world.
Notation	<ul style="list-style-type: none"> • Use drawing to represent ideas like movement or loud noises. 	<ul style="list-style-type: none"> • Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. • Identify hand signals as notation, and recognise music notation on a stave of five lines. 	<ul style="list-style-type: none"> • Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. • Explore standard notation, using minims, semibreves, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of: 	<ul style="list-style-type: none"> • Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. • Explore standard notation, using dotted semibreves, dotted minims, minims, triplet crotchets, dotted crotchets, crotchets, dotted quavers, quavers and



Halesowen C of E Curriculum History Curriculum

			<p>C, D, E, F, G, A, B F, G, A, Bb, C G, A, B, C, D, E E, F#, G#, A, B</p> <ul style="list-style-type: none">• Read and respond to semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers.• Identify: Stave; Treble clef; Time signature; Lines and spaces on the stave• Identify and understand the differences between minims, crotchets, paired quavers and rests.• Apply spoken word to rhythms, understanding how to link each syllable to one musical note.• Read and perform pitch notation within a range.• Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.	<p>semiquavers, and simple combinations of: C, D, E, F, G, A, B F, G, A, Bb, C, D, E G, A, B, C, D, E, F# C, G, Ab, Bb G, G#, A, Bb, C D, E, F, G, A, B, C Eb, F, G, Ab, Bb, C, Db</p> <ul style="list-style-type: none">• Identify: Stave; Treble clef; Time signature• Read and respond to minims, crotchets, quavers, dotted quavers and semiquavers.• Recognise how notes are grouped when notated.• Identify the stave and symbols on the stave (such as the treble clef), the name of the notes on lines and in spaces, barlines, a flat sign and a sharp sign.• Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.• Understand the differences between 2/4, 3/4 and 4/4 time signatures.• Read and perform pitch notation within an octave (eg C–C'/do–do).
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Halesowen C of E Curriculum History Curriculum

<p>Playing Instruments</p>	<ul style="list-style-type: none"> • Enjoy making sounds. • Explore a range of sound makers and instruments and play them in different ways. • Play instruments with increasing control to express their feelings and ideas. 	<ul style="list-style-type: none"> • Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major and G major. 	<ul style="list-style-type: none"> • Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and E major. • Develop facility in playing tuned percussion or a melodic instrument, such as a glockenspiel or recorder. 	<ul style="list-style-type: none"> • Rehearse and learn to play one of four differentiated instrumental parts by ear or from notation, in the tonal centres of C major, F major, G major, D major, E major, A major, E\flat major, D minor and F minor. • Play a melody following staff notation written on one stave and using notes within an octave range (do–do); make decisions about dynamic range, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).
<p>Improvising</p>	<ul style="list-style-type: none"> • Explore their voices and enjoy making sounds. • Create their own songs or improvise a song around one they know. • Explore and engage in music making and dance, performing solo or in groups. 	<ul style="list-style-type: none"> • Explore improvisation within a major scale using the notes: C, D, E C, G, A G, A, B F, G, A • Work with a partner and in the class to improvise simple 'Question and Answer' phrases, to be sung and played on untuned percussion, creating a musical conversation 	<ul style="list-style-type: none"> • Explore improvisation within a major scale using the notes: C, D, E C, D, E, F, G C, D, E, G, A G, A, B G, A, B, D, E G, A, B, C, D F, G, A F, G, A, C, D • Become more skilled in improvising (using voices, tuned and untuned percussion, and instruments played in whole class/group/individual/instrumental teaching), inventing 	<ul style="list-style-type: none"> • Explore improvisation within a major scale, using the notes: C, D, E\flat, F, G C, D, E, F, G C, D, E, G, A F, G, A, B\flat, C D, E, F, G, A • Improvise over a simple groove, responding to the beat and creating a satisfying melodic shape. • Experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet



Halesowen C of E Curriculum
History Curriculum

			<p>short 'on-the-spot' responses using a limited note-range.</p> <ul style="list-style-type: none"> • Improvise over a simple chord progression. • Compose over a simple groove. • Compose over a drone. • Structure musical ideas (eg using echo or 'Question and Answer' phrases) to create music that has a beginning, middle and end. 	<p>(pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).</p>
Composing	<ul style="list-style-type: none"> • Explore their voices and enjoy making sounds. • Create their own songs or improvise a song around one they know. • Explore and engage in music making and dance, performing solo or in groups. 	<ul style="list-style-type: none"> • Explore and create graphic scores: • Create musical sound effects and short sequences of sounds in response to music and video stimulus. • Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. • Create a story, choosing and playing classroom instruments. • Create and perform your own rhythm patterns with stick notation, including crotchets, quavers and minims. • Use music technology, if available, to capture, change and combine sounds. 	<ul style="list-style-type: none"> • Combine known rhythmic notation with letter names, to create short, pentatonic phrases using a limited range of five pitches, suitable for the instruments being learnt. • Compose over a simple chord progression. • Compose over a groove. • Create music in response to music and video stimulus. • Use music technology, if available, to capture, change and combine sounds. • Start to use simple structures within compositions, eg introduction, verse, chorus or AB form. • Use simple dynamics. 	<ul style="list-style-type: none"> • Plan and compose an 8 or 16-beat melodic phrase, using the pentatonic scale (eg C, D, E, G, A), and incorporate rhythmic variety and interest. • Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody. • Either of these melodies can be enhanced with rhythmic or simple chordal accompaniment. • Create a simple chord progression. • Compose a ternary (ABA form) piece; use available music software/apps to create and record it,



Halesowen C of E Curriculum History Curriculum

		<ul style="list-style-type: none">• Use notation if appropriate:• Create a simple melody using crotchets and minims:	<ul style="list-style-type: none">• Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values.• Create a melody using crotchets, minims, quavers and their rests.• Use a pentatonic scale:	<p>discussing how musical contrasts are achieved.</p> <ul style="list-style-type: none">• Create music in response to music and video stimulus.• Use music technology, if available, to capture, change and combine sounds.• Start to use structures within compositions, eg introduction, multiple verse and chorus sections, AB form or ABA form (ternary form).• Use simple dynamics.• Use rhythmic variety.• Compose song accompaniments, perhaps using basic chords.• Use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet).• Use full scales in different keys.• Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, and all equivalent rests. Use a pentatonic and a full scale.
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Halesowen C of E Curriculum
History Curriculum

				<ul style="list-style-type: none"> • Use major and minor tonality:
<p>Performing</p>	<ul style="list-style-type: none"> • Join in with songs and rhymes, making some sounds. • Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explore and engage in music making and dance, performing solo or in groups. 	<ul style="list-style-type: none"> • Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence. • Decide on any actions, instrumental parts/improvisatory ideas/composed passages to be practised and included in the performance. • Talk about what the song means and why it was chosen to share. • Talk about the difference between rehearsing a song and performing it 	<ul style="list-style-type: none"> • Rehearse and enjoy the opportunity to share what has been learned in the lessons. • Perform, with confidence, a song from memory or using notation. • Play and perform melodies following staff notation, using a small range, as a whole class or in small groups. • Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance. • Explain why the song was chosen, including its composer and the historical and cultural context of the song. • Communicate the meaning of the words and articulate them clearly. • Use the structure of the song to communicate its mood and meaning in the performance. 	<ul style="list-style-type: none"> • Create, rehearse and present a holistic performance for a specific event, for an unknown audience. • Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience. • Create, rehearse and present a holistic performance, with a detailed understanding of the musical, cultural and historical contexts. • Perform from memory or with notation. • Understand the value of choreographing any aspect of a performance. • A student or a group of students rehearse and lead parts of the performance. • Understand the importance of the performing space and how to use it. • Record the performance and compare it to a previous performance. • Collect feedback from the audience and reflect how the



Halesowen C of E Curriculum
History Curriculum

			<ul style="list-style-type: none">• Talk about what the rehearsal and performance has taught the student.• Understand how the individual fits within the larger group ensemble.• Reflect on the performance and how well it suited the occasion.• Discuss and respond to any feedback; consider how future performances might be different.	<p>audience believed in the performance.</p> <ul style="list-style-type: none">• Discuss how the performance might change if it was repeated in a larger/smaller performance space.
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Halesowen C of E Curriculum
History Curriculum

Music whole school thematic overview

In 2023-24 we are moving to the new Charanga scheme- English Model Music Curriculum Scheme v2. This scheme of work has a higher focus on knowledge and children’s musicality, linked to the DfE “power of Music to Change Lives: A National Plan for Music Education”. However as there will be gaps in children’s musical knowledge and skills, the new scheme will be phased into KS2 over the next few years.

Academic Year 2023-24

	Autumn		Spring		Summer	
Year 1	<p><u>My Musical Heartbeat</u></p> <p>Musical Spotlight: Pulse Social Question: How can we make friends when we sing together? Musical learning: listening, singing, playing, improvising and composing using a selection of these notes- C D E F G</p>	<p><u>Dance, Sing and Play!</u></p> <p>Musical Spotlight: Rhythm and pitch Social Question: How does music tell stories about the past? Musical learning: listening, singing, playing, improvising and composing using a selection of these notes- C D E F# G A</p>	<p><u>Exploring Sounds</u></p> <p>Musical Spotlight: Melodies (using high/low, long/short, loud/quiet sounds) Social Question: How does music make the world a better place? Musical learning: listening, singing, playing, improvising and composing using a selection of these notes- C D E F# G A</p>	<p><u>Learning to Listen</u></p> <p>Musical Spotlight: listening skills Social Question: How does music help us to understand our neighbours? Musical learning: listening, singing, playing, improvising and composing using a selection of these notes- C D E F# G A</p>	<p><u>Having Fun with Improvisation</u></p> <p>Musical Spotlight: improvisation Social Question: What songs can we sing to help us through the day? Musical learning: listening, singing, playing, improvising and composing using a selection of these notes- C D E F# G A</p>	<p><u>Let’s Perform Together</u></p> <p>Musical Spotlight: performing Social Question: How does music teach us about looking after our planet? Musical learning: listening, singing, playing, improvising and composing using a selection of these notes- C D E F# G A B</p>
Year 2	<p><u>Pulse, rhythm and Pitch</u></p> <p>Musical Spotlight: Pulse (heartbeat), rhythm (long/ short</p>	<p><u>Playing in an Orchestra</u></p> <p>Musical Spotlight: orchestra. Playing</p>	<p><u>Inventing a Musical Story</u></p> <p>Musical Spotlight: Loud and soft sounds</p>	<p><u>Recognising Different Sounds</u></p> <p>Musical Spotlight: recognising different instrument sounds</p>	<p><u>Exploring Improvisation</u></p> <p>Musical Spotlight: improvisation</p>	<p><u>Our Big Concert</u></p> <p>Musical Spotlight: performing Social Question: How does music teach us</p>



Halesowen C of E Curriculum
History Curriculum

	<p>sounds) pitch (high/low sounds) Social Question: How does music help us to make friends? Musical learning: listening, singing, playing, improvising and composing using a selection of these notes- C D E F G A</p>	<p>together as a group (ensemble) Social Question: How does music teach us about the past? Musical learning: listening, singing, playing, improvising and composing using a selection of these notes- C D E F G A B♭ B</p>	<p>to communicate a story/ feeling Social Question: How does music make the world a better place? Musical learning: listening, singing, playing, improvising and composing using a selection of these notes- C D E F G A B♭ B</p>	<p>Social Question: How does music teach us about our neighbourhood? Musical learning: listening, singing, playing, improvising and composing using a selection of these notes- C D E F G A B♭ B</p>	<p>Social Question: How does music make us happy? Musical learning: listening, singing, playing, improvising and composing using a selection of these notes- C D E F G A B♭ B</p>	<p>about looking after our planet? Musical learning: listening, singing, playing, improvising and composing using a selection of these notes- C D E F G A B♭ B</p>
Year 3	<p><u>Writing Music Down</u></p> <p>Musical Spotlight: writing down music using musical notation (symbols). Notes, crotchets and minims. Social Question: How does music bring us closer together? Musical learning: listening, singing, playing, improvising and composing using a selection of these notes- C D E F G A B</p>	<p><u>Playing in a Band</u></p> <p>Musical Spotlight: Reading notation. Time signatures. Playing together. Social Question: How does music teach us about the past? Musical learning: listening, singing, playing, improvising and composing using a selection of these notes- C D E F G A B</p>	<p><u>Compose Using Your Imagination</u></p> <p>Musical Spotlight: composition Social Question: How does music make the world a better place? Musical learning: listening, singing, playing, improvising and composing using a selection of these notes- C D E F F# G G# A B</p>	<p><u>More Musical Styles</u></p> <p>Musical Spotlight: Dynamics (changing volume) Forte (loud) Piano (quiet) Social Question: How does music help us get to know our community? Musical learning: listening, singing, playing, improvising and composing using a selection of these notes- C D E F F# G G# A B</p>	<p><u>Enjoying Improvisation</u></p> <p>Musical Spotlight: Structure of songs (introduction, verse, chorus) Social Question: How does music make a difference to us every day? Musical learning: listening, singing, playing, improvising and composing using a selection of these notes- C D E F F# G G# A B♭ B</p>	<p><u>Opening Night</u></p> <p>Musical Spotlight: creating and presenting a performance Social Question: How does music connect us with our planet? Musical learning: listening, singing, playing, improvising and composing using a selection of these notes- C D E F F# G G# A B♭ B</p>
Year 4						
Year 5						
Year 6						



Halesowen C of E Curriculum
History Curriculum

Academic Year 2024-25

	Autumn		Spring		Summer	
Year 1	<p><u>My Musical Heartbeat</u></p> <p>Musical Spotlight: Pulse Social Question: How can we make friends when we sing together? Musical learning: listening, singing, playing, improvising and composing using a selection of these notes- C D E F G</p>	<p><u>Dance, Sing and Play!</u></p> <p>Musical Spotlight: Rhythm and pitch Social Question: How does music tell stories about the past? Musical learning: listening, singing, playing, improvising and composing using a selection of these notes- C D E F# G A</p>	<p><u>Exploring Sounds</u></p> <p>Musical Spotlight: Melodies (using high/low, long/short, loud/quiet sounds) Social Question: How does music make the world a better place? Musical learning: listening, singing, playing, improvising and composing using a selection of these notes- C D E F# G A</p>	<p><u>Learning to Listen</u></p> <p>Musical Spotlight: listening skills Social Question: How does music help us to understand our neighbours? Musical learning: listening, singing, playing, improvising and composing using a selection of these notes- C D E F# G A</p>	<p><u>Having Fun with Improvisation</u></p> <p>Musical Spotlight: improvisation Social Question: What songs can we sing to help us through the day? Musical learning: listening, singing, playing, improvising and composing using a selection of these notes- C D E F# G A</p>	<p><u>Let's Perform Together</u></p> <p>Musical Spotlight: performing Social Question: How does music teach us about looking after our planet? Musical learning: listening, singing, playing, improvising and composing using a selection of these notes- C D E F# G A B</p>
Year 2	<p><u>Pulse, rhythm and Pitch</u></p> <p>Musical Spotlight: Pulse (heartbeat), rhythm (long/ short sounds) pitch (high/low sounds)</p>	<p><u>Playing in an Orchestra</u></p> <p>Musical Spotlight: orchestra. Playing together as a group (ensemble) Social Question: How does music teach us about the past?</p>	<p><u>Inventing a Musical Story</u></p> <p>Musical Spotlight: Loud and soft sounds to communicate a story/ feeling Social Question: How does music make the world a better place?</p>	<p><u>Recognising Different Sounds</u></p> <p>Musical Spotlight: recognising different instrument sounds Social Question: How does music teach us about our neighbourhood?</p>	<p><u>Exploring Improvisation</u></p> <p>Musical Spotlight: improvisation Social Question: How does music make us happy? Musical learning: listening, singing,</p>	<p><u>Our Big Concert</u></p> <p>Musical Spotlight: performing Social Question: How does music teach us about looking after our planet? Musical learning: listening, singing, playing, improvising</p>



Halesowen C of E Curriculum
History Curriculum

	<p>Social Question: How does music help us to make friends?</p> <p>Musical learning: listening, singing, playing, improvising and composing using a selection of these notes- C D E F G A B\flat B</p>	<p>Musical learning: listening, singing, playing, improvising and composing using a selection of these notes- C D E F G A B\flat B</p>	<p>Musical learning: listening, singing, playing, improvising and composing using a selection of these notes- C D E F G A B\flat B</p>	<p>Musical learning: listening, singing, playing, improvising and composing using a selection of these notes- C D E F G A B\flat B</p>	<p>playing, improvising and composing using a selection of these notes- C D E F G A B\flat B</p>	<p>and composing using a selection of these notes- C D E F F# G A B\flat B</p>
Year 3	<p><u>Writing Music Down</u></p> <p>Musical Spotlight: writing down music using musical notation (symbols). Notes, crotchets and minims.</p> <p>Social Question: How does music bring us closer together?</p> <p>Musical learning: listening, singing, playing, improvising and composing using a selection of these notes- C D E F G A B</p>	<p><u>Playing in a Band</u></p> <p>Musical Spotlight: Reading notation. Time signatures. Playing together.</p> <p>Social Question: How does music teach us about the past?</p> <p>Musical learning: listening, singing, playing, improvising and composing using a selection of these notes- C D E F G A B</p>	<p><u>Compose Using Your Imagination</u></p> <p>Musical Spotlight: composition</p> <p>Social Question: How does music make the world a better place?</p> <p>Musical learning: listening, singing, playing, improvising and composing using a selection of these notes- C D E F F# G G# A B</p>	<p><u>More Musical Styles</u></p> <p>Musical Spotlight: Dynamics (changing volume) Forte (loud) Piano (quiet)</p> <p>Social Question: How does music help us get to know our community?</p> <p>Musical learning: listening, singing, playing, improvising and composing using a selection of these notes- C D E F F# G G# A B</p>	<p><u>Enjoying Improvisation</u></p> <p>Musical Spotlight: Structure of songs (introduction, verse, chorus)</p> <p>Social Question: How does music make a difference to us every day?</p> <p>Musical learning: listening, singing, playing, improvising and composing using a selection of these notes- C D E F F# G G# A B\flat B</p>	<p><u>Opening Night</u></p> <p>Musical Spotlight: creating and presenting a performance</p> <p>Social Question: How does music connect us with our planet?</p> <p>Musical learning: listening, singing, playing, improvising and composing using a selection of these notes- C D E F F# G G# A B\flat B</p>



Halesowen C of E Curriculum
History Curriculum

Year 4	<u>Musical Structures</u>	<u>Exploring Feelings When You Play</u>	<u>Compose with Your Friends</u>	<u>Feelings Through Music</u>	<u>Expression and Improvisation</u>	<u>The Show Must Go on!</u>
Year 5						
Year 6	<p>Musical Spotlight: Structure of songs (verses and choruses repeat or alternate) Social Question: How does music bring us together? Musical learning: listening, singing, playing, improvising and composing using a selection of these notes- C D E F G A B\flat</p>	<p>Musical Spotlight: special effects in music Social Question: How does music connect us with our past? Musical learning: listening, singing, playing, improvising and composing using a selection of these notes- C D E F F# G A B\flat B</p>	<p>Musical Spotlight: composing Tonic pitch/ home note Social Question: How does music improve our world? Musical learning: listening, singing, playing, improvising and composing using a selection of these notes- C D E F F# G A B\flat B</p>	<p>Musical Spotlight: communicating different emotions through music Social Question: How does music teach us about our community? Musical learning: listening, singing, playing, improvising and composing using a selection of these notes- C D E F F# G A B\flat B</p>	<p>Musical Spotlight: improvisation and dynamics Social Question: How does music shape our way of life? Musical learning: listening, singing, playing, improvising and composing using a selection of these notes- C D E F F# G A B\flat B</p>	<p>Musical Spotlight: create and present a performance. Understand what songs are about. Social Question: How does music connect us with the environment? Musical learning: listening, singing, playing, improvising and composing using a selection of these notes- C D E F F# G A B\flat B C#</p>



Halesowen C of E Curriculum
History Curriculum

Academic Year 2025-26

	Autumn		Spring		Summer	
Year 1	<p><u>My Musical Heartbeat</u></p> <p>Musical Spotlight: Pulse Social Question: How can we make friends when we sing together? Musical learning: listening, singing, playing, improvising and composing using a selection of these notes- C D E F G</p>	<p><u>Dance, Sing and Play!</u></p> <p>Musical Spotlight: Rhythm and pitch Social Question: How does music tell stories about the past? Musical learning: listening, singing, playing, improvising and composing using a selection of these notes- C D E F# G A</p>	<p><u>Exploring Sounds</u></p> <p>Musical Spotlight: Melodies (using high/low, long/short, loud/quiet sounds) Social Question: How does music make the world a better place? Musical learning: listening, singing, playing, improvising and composing using a selection of these notes- C D E F# G A</p>	<p><u>Learning to Listen</u></p> <p>Musical Spotlight: listening skills Social Question: How does music help us to understand our neighbours? Musical learning: listening, singing, playing, improvising and composing using a selection of these notes- C D E F# G A</p>	<p><u>Having Fun with Improvisation</u></p> <p>Musical Spotlight: improvisation Social Question: What songs can we sing to help us through the day? Musical learning: listening, singing, playing, improvising and composing using a selection of these notes- C D E F# G A</p>	<p><u>Let's Perform Together</u></p> <p>Musical Spotlight: performing Social Question: How does music teach us about looking after our planet? Musical learning: listening, singing, playing, improvising and composing using a selection of these notes- C D E F# G A B</p>
Year 2	<p><u>Pulse, rhythm and Pitch</u></p> <p>Musical Spotlight: Pulse (heartbeat), rhythm (long/ short sounds) pitch (high/low sounds) Social Question: How does music help us to make friends?</p>	<p><u>Playing in an Orchestra</u></p> <p>Musical Spotlight: orchestra. Playing together as a group (ensemble) Social Question: How does music teach us about the past? Musical learning: listening, singing,</p>	<p><u>Inventing a Musical Story</u></p> <p>Musical Spotlight: Loud and soft sounds to communicate a story/ feeling Social Question: How does music make the world a better place? Musical learning: listening, singing,</p>	<p><u>Recognising Different Sounds</u></p> <p>Musical Spotlight: recognising different instrument sounds Social Question: How does music teach us about our neighbourhood? Musical learning: listening, singing,</p>	<p><u>Exploring Improvisation</u></p> <p>Musical Spotlight: improvisation Social Question: How does music make us happy? Musical learning: listening, singing, playing, improvising and composing using</p>	<p><u>Our Big Concert</u></p> <p>Musical Spotlight: performing Social Question: How does music teach us about looking after our planet? Musical learning: listening, singing, playing, improvising and composing using a</p>



Halesowen C of E Curriculum
History Curriculum

	<p>Musical learning: listening, singing, playing, improvising and composing using a selection of these notes- C D E F G A</p>	<p>playing, improvising and composing using a selection of these notes- C D E F G A B♭ B</p>	<p>playing, improvising and composing using a selection of these notes- C D E F G A B♭ B</p>	<p>playing, improvising and composing using a selection of these notes- C D E F G A B♭ B</p>	<p>a selection of these notes- C D E F G A B♭ B</p>	<p>selection of these notes- C D E F F# G A B♭ B</p>
Year 3	<p><u>Writing Music Down</u></p> <p>Musical Spotlight: writing down music using musical notation (symbols). Notes, crotchets and minims. Social Question: How does music bring us closer together? Musical learning: listening, singing, playing, improvising and composing using a selection of these notes- C D E F G A B</p>	<p><u>Playing in a Band</u></p> <p>Musical Spotlight: Reading notation. Time signatures. Playing together. Social Question: How does music teach us about the past? Musical learning: listening, singing, playing, improvising and composing using a selection of these notes- C D E F G A B</p>	<p><u>Compose Using Your Imagination</u></p> <p>Musical Spotlight: composition Social Question: How does music make the world a better place? Musical learning: listening, singing, playing, improvising and composing using a selection of these notes- C D E F F# G G# A B</p>	<p><u>More Musical Styles</u></p> <p>Musical Spotlight: Dynamics (changing volume) Forte (loud) Piano (quiet) Social Question: How does music help us get to know our community? Musical learning: listening, singing, playing, improvising and composing using a selection of these notes- C D E F F# G G# A B</p>	<p><u>Enjoying Improvisation</u></p> <p>Musical Spotlight: Structure of songs (introduction, verse, chorus) Social Question: How does music make a difference to us every day? Musical learning: listening, singing, playing, improvising and composing using a selection of these notes- C D E F F# G G# A B♭ B</p>	<p><u>Opening Night</u></p> <p>Musical Spotlight: creating and presenting a performance Social Question: How does music connect us with our planet? Musical learning: listening, singing, playing, improvising and composing using a selection of these notes- C D E F F# G G# A B♭ B</p>
Year 4	<p><u>Musical Structures</u></p> <p>Musical Spotlight: Structure of songs</p>	<p><u>Exploring Feelings When You Play</u></p>	<p><u>Compose with Your Friends</u></p> <p>Musical Spotlight: composing</p>	<p><u>Feelings Through Music</u></p> <p>Musical Spotlight: communicating</p>	<p><u>Expression and Improvisation</u></p>	<p><u>The Show Must Go on!</u></p> <p>Musical Spotlight: create and present a</p>



Halesowen C of E Curriculum
History Curriculum

	(verses and choruses repeat or alternate) Social Question: How does music bring us together? Musical learning: listening, singing, playing, improvising and composing using a selection of these notes- C D E F G A B \flat	Musical Spotlight: special effects in music Social Question: How does music connect us with our past? Musical learning: listening, singing, playing, improvising and composing using a selection of these notes- C D E F F \sharp G A B \flat B	Tonic pitch/ home note Social Question: How does music improve our world? Musical learning: listening, singing, playing, improvising and composing using a selection of these notes- C D E F F \sharp G A B \flat B	different emotions through music Social Question: How does music teach us about our community? Musical learning: listening, singing, playing, improvising and composing using a selection of these notes- C D E F F \sharp G A B \flat B	Musical Spotlight: improvisation and dynamics Social Question: How does music shape our way of life? Musical learning: listening, singing, playing, improvising and composing using a selection of these notes- C D E F F \sharp G A B \flat B	performance. Understand what songs are about. Social Question: How does music connect us with the environment? Musical learning: listening, singing, playing, improvising and composing using a selection of these notes- C D E F F \sharp G A B \flat B C \sharp
Year 5	<u>Melody and Harmony in Music</u>	<u>Sing and Play in Different Styles</u>	<u>Composing and Chords</u>	<u>Enjoying Musical Styles</u>	<u>Freedom to Improvise</u>	<u>Battle Of the Bands!</u>
Year 6	Musical Spotlight: Melody/ tune (notes played one after another) Harmony (notes played at the same time) Social Question: How does music bring us together? Musical learning: listening, singing, playing, improvising and composing using	Musical Spotlight: Music around the world Tempo (speed of the beat) Social Question: How does music connect us with our past? Musical learning: listening, singing, playing, improvising and composing using a selection of these	Musical Spotlight: Chords (3 or more pitches together) Social Question: How does music improve our world? Musical learning: listening, singing, playing, improvising and composing using a selection of these notes- C D E E \flat F F \sharp G A A \flat B \flat B	Musical Spotlight: Texture (layers of sound) Social Question: How does music teach us about our community? Musical learning: listening, singing, playing, improvising and composing using a selection of these notes- C D E E \flat F F \sharp G A A \flat B \flat B	Musical Spotlight: improvisation Interval (distance between two pitches) Social Question: How does music shape your way of life? Musical learning: listening, singing, playing, improvising and composing using a selection of these notes- C D E E \flat F F \sharp G A A \flat B \flat B	Musical Spotlight: create and perform. Introduce your music. Think about your audience. Social Question: How does music connect us with our environment? Musical learning: listening, singing, playing, improvising and composing using a selection of these



Halesowen C of E Curriculum
History Curriculum

	a selection of these notes- C D E E \flat F F \sharp G A A \flat B \flat B	notes- C D E E \flat F F \sharp G A A \flat B \flat B				notes- C D E E \flat F F \sharp G G \sharp A A \flat B \flat
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Halesowen C of E Curriculum
History Curriculum

Academic Year 2026-27

	Autumn		Spring		Summer	
Year 1	<p><u>My Musical Heartbeat</u></p> <p>Musical Spotlight: Pulse Social Question: How can we make friends when we sing together? Musical learning: listening, singing, playing, improvising and composing using a selection of these notes- C D E F G</p>	<p><u>Dance, Sing and Play!</u></p> <p>Musical Spotlight: Rhythm and pitch Social Question: How does music tell stories about the past? Musical learning: listening, singing, playing, improvising and composing using a selection of these notes- C D E F# G A</p>	<p><u>Exploring Sounds</u></p> <p>Musical Spotlight: Melodies (using high/low, long/short, loud/quiet sounds) Social Question: How does music make the world a better place? Musical learning: listening, singing, playing, improvising and composing using a selection of these notes- C D E F# G A</p>	<p><u>Learning to Listen</u></p> <p>Musical Spotlight: listening skills Social Question: How does music help us to understand our neighbours? Musical learning: listening, singing, playing, improvising and composing using a selection of these notes- C D E F# G A</p>	<p><u>Having Fun with Improvisation</u></p> <p>Musical Spotlight: improvisation Social Question: What songs can we sing to help us through the day? Musical learning: listening, singing, playing, improvising and composing using a selection of these notes- C D E F# G A</p>	<p><u>Let's Perform Together</u></p> <p>Musical Spotlight: performing Social Question: How does music teach us about looking after our planet? Musical learning: listening, singing, playing, improvising and composing using a selection of these notes- C D E F# G A B</p>
Year 2	<p><u>Pulse, rhythm and Pitch</u></p> <p>Musical Spotlight: Pulse (heartbeat), rhythm (long/ short sounds) pitch (high/low sounds) Social Question: How does music help us to make friends?</p>	<p><u>Playing in an Orchestra</u></p> <p>Musical Spotlight: orchestra. Playing together as a group (ensemble) Social Question: How does music teach us about the past? Musical learning: listening, singing,</p>	<p><u>Inventing a Musical Story</u></p> <p>Musical Spotlight: Loud and soft sounds to communicate a story/ feeling Social Question: How does music make the world a better place? Musical learning: listening, singing,</p>	<p><u>Recognising Different Sounds</u></p> <p>Musical Spotlight: recognising different instrument sounds Social Question: How does music teach us about our neighbourhood? Musical learning: listening, singing,</p>	<p><u>Exploring Improvisation</u></p> <p>Musical Spotlight: improvisation Social Question: How does music make us happy? Musical learning: listening, singing, playing, improvising and composing using</p>	<p><u>Our Big Concert</u></p> <p>Musical Spotlight: performing Social Question: How does music teach us about looking after our planet? Musical learning: listening, singing, playing, improvising and composing using a</p>



Halesowen C of E Curriculum
History Curriculum

	<p>Musical learning: listening, singing, playing, improvising and composing using a selection of these notes- C D E F G A</p>	<p>playing, improvising and composing using a selection of these notes- C D E F G A B♭ B</p>	<p>playing, improvising and composing using a selection of these notes- C D E F G A B♭ B</p>	<p>playing, improvising and composing using a selection of these notes- C D E F G A B♭ B</p>	<p>a selection of these notes- C D E F G A B♭ B</p>	<p>selection of these notes- C D E F F# G A B♭ B</p>
<p>Year 3</p>	<p><u>Writing Music Down</u></p> <p>Musical Spotlight: writing down music using musical notation (symbols). Notes, crotchets and minims. Social Question: How does music bring us closer together? Musical learning: listening, singing, playing, improvising and composing using a selection of these notes- C D E F G A B</p>	<p><u>Playing in a Band</u></p> <p>Musical Spotlight: Reading notation. Time signatures. Playing together. Social Question: How does music teach us about the past? Musical learning: listening, singing, playing, improvising and composing using a selection of these notes- C D E F G A B</p>	<p><u>Compose Using Your Imagination</u></p> <p>Musical Spotlight: composition Social Question: How does music make the world a better place? Musical learning: listening, singing, playing, improvising and composing using a selection of these notes- C D E F F# G G# A B</p>	<p><u>More Musical Styles</u></p> <p>Musical Spotlight: Dynamics (changing volume) Forte (loud) Piano (quiet) Social Question: How does music help us get to know our community? Musical learning: listening, singing, playing, improvising and composing using a selection of these notes- C D E F F# G G# A B</p>	<p><u>Enjoying Improvisation</u></p> <p>Musical Spotlight: Structure of songs (introduction, verse, chorus) Social Question: How does music make a difference to us every day? Musical learning: listening, singing, playing, improvising and composing using a selection of these notes- C D E F F# G G# A B♭ B</p>	<p><u>Opening Night</u></p> <p>Musical Spotlight: creating and presenting a performance Social Question: How does music connect us with our planet? Musical learning: listening, singing, playing, improvising and composing using a selection of these notes- C D E F F# G G# A B♭ B</p>
<p>Year 4</p>	<p><u>Musical Structures</u></p>	<p><u>Exploring Feelings When You Play</u></p>	<p><u>Compose with Your Friends</u></p>	<p><u>Feelings Through Music</u></p>	<p><u>Expression and Improvisation</u></p>	<p><u>The Show Must Go on!</u></p>



Halesowen C of E Curriculum
History Curriculum

	<p>Musical Spotlight: Structure of songs (verses and choruses repeat or alternate) Social Question: How does music bring us together? Musical learning: listening, singing, playing, improvising and composing using a selection of these notes- C D E F G A B\flat</p>	<p>Musical Spotlight: special effects in music Social Question: How does music connect us with our past? Musical learning: listening, singing, playing, improvising and composing using a selection of these notes- C D E F F# G A B\flat B</p>	<p>Musical Spotlight: composing Tonic pitch/ home note Social Question: How does music improve our world? Musical learning: listening, singing, playing, improvising and composing using a selection of these notes- C D E F F# G A B\flat B</p>	<p>Musical Spotlight: communicating different emotions through music Social Question: How does music teach us about our community? Musical learning: listening, singing, playing, improvising and composing using a selection of these notes- C D E F F# G A B\flat B</p>	<p>Musical Spotlight: improvisation and dynamics Social Question: How does music shape our way of life? Musical learning: listening, singing, playing, improvising and composing using a selection of these notes- C D E F F# G A B\flat B</p>	<p>Musical Spotlight: create and present a performance. Understand what songs are about. Social Question: How does music connect us with the environment? Musical learning: listening, singing, playing, improvising and composing using a selection of these notes- C D E F F# G A B\flat B C#</p>
Year 5	<p><u>Melody and Harmony in Music</u></p> <p>Musical Spotlight: Melody/ tune (notes played one after another) Harmony (notes played at the same time) Social Question: How does music bring us together? Musical learning: listening, singing,</p>	<p><u>Sing and Play in Different Styles</u></p> <p>Musical Spotlight: Music around the world Tempo (speed of the beat) Social Question: How does music connect us with our past? Musical learning: listening, singing, playing, improvising and composing using a</p>	<p><u>Composing and Chords</u></p> <p>Musical Spotlight: Chords (3 or more pitches together) Social Question: How does music improve our world? Musical learning: listening, singing, playing, improvising and composing using a selection of these</p>	<p><u>Enjoying Musical Styles</u></p> <p>Musical Spotlight: Texture (layers of sound) Social Question: How does music teach us about our community? Musical learning: listening, singing, playing, improvising and composing using a selection of these</p>	<p><u>Freedom to Improvise</u></p> <p>Musical Spotlight: improvisation Interval (distance between two pitches) Social Question: How does music shape your way of life? Musical learning: listening, singing, playing, improvising and composing using a selection of these</p>	<p><u>Battle Of the Bands!</u></p> <p>Musical Spotlight: create and perform. Introduce your music. Think about your audience. Social Question: How does music connect us with our environment? Musical learning: listening, singing, playing, improvising</p>



Halesowen C of E Curriculum
History Curriculum

	playing, improvising and composing using a selection of these notes- C D E Eb F F# G A Ab Bb B	selection of these notes- C D E Eb F F# G A Ab Bb B	notes- C D E Eb F F# G A Ab Bb B	notes- C D E Eb F F# G A Ab Bb B	notes- C D E Eb F F# G A Ab Bb B	and composing using a selection of these notes- C D E Eb F F# G G# A Ab Bb
Year 6	<p><u>Music and Technology</u></p> <p>Musical Spotlight: Music production Difference between live and digital sounds. Social Question: How does music bring us together? Musical learning: listening, singing, playing, improvising and composing using a selection of these notes- C D E F F# G A Bb B</p>	<p><u>Developing Ensemble Skills</u></p> <p>Musical Spotlight: Dynamics (crescendo/decrescendo) Expression Read notated instrumental part Social Question: How does music connect us with our past? Musical learning: listening, singing, playing, improvising and composing using a selection of these notes- C D E F F# G A Bb B</p>	<p><u>Creative Composition</u></p> <p>Musical Spotlight: Creating a melody using chords Social Question: How does music improve our world? Musical learning: listening, singing, playing, improvising and composing using a selection of these notes- C C# D E F F# G A Bb B</p>	<p><u>Musical Styles Connect Us</u></p> <p>Musical Spotlight: music from different backgrounds and parts of the world Social Question: How does music teach us about our community? Musical learning: listening, singing, playing, improvising and composing using a selection of these notes- C C# D E F F# G A Bb B</p>	<p><u>Improving Confidence</u></p> <p>Musical Spotlight: Phrasing (musical sentences) Dynamics (crescendo/diminuendo) Social Question: How does music shape our way of life? Musical learning: listening, singing, playing, improvising and composing using a selection of these notes- C C# D E F F# G G# A Ab Bb B</p>	<p><u>Farewell Tour</u></p> <p>Musical Spotlight: final performance. Social Question: How does music connect us with the environment? Musical learning: listening, singing, playing, improvising and composing using a selection of these notes- C C# D E F F# G G# A Ab Bb B</p>