



Cranborne

Church of England
First School and Nursery

Love, Learn, Fly

Do Everything in Love 1 Corinthians 16:14

Music at Cranborne First School and Nursery

At Cranborne First School and Nursery we want every child to be happy and enthusiastic learners of music and be eager to achieve their very best in order to fulfil their creative and musical talents. We encourage children to participate in a variety of musical experiences through which we aim to build the confidence and well-being of all children. Our central aim is that children leave us at end of Year 4 with a wide range of rich memories formed through inspiring and engaging musical experiences. Our Music curriculum is designed to inspire pupils to develop a love of music and appreciate their talent as musicians, thereby increasing their self-confidence, creativity and sense of achievement.

Our core aims are for children to:

- be confident performers able to listen to, review and evaluate music
- be composers through learning to sing, create and compose music
- be musicians through playing musical instruments
- be critical and reflective listeners -by understanding and exploring how music is created, produced and communicated.

We encourage our children to develop a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all genres of music, and to foster an unbiased respect for the role that music may be expressed in any person's life. We are committed to ensuring children understand the value and importance of music in the wider community and are able to use their musical skills, knowledge and experiences to immerse themselves in music, in a variety of different contexts.

By using Charanga as our vehicle, we can ensure that the children are fulfilling the aims for musical learning stated in the National Curriculum. Charanga includes many examples of music styles and genres from different times and places. These are explored through the language of music via active listening, performing and composing activities, which enable understanding of the context and genre. Charanga provides a classroom-based, participatory and inclusive approach to music learning. Throughout the scheme, children are actively involved in using and developing their singing voices, using body percussion and whole body actions, and learning to handle and play classroom instruments effectively to create and express their own and others' music. Through a range of whole class, group and individual activities, children have opportunities to explore sounds, listen actively, compose and perform.

During music lessons, we teach subject specific vocabulary which we encourage children to learn and use through regular revisiting. We adapt and extend our curriculum to suit the needs of all learners within the school. Teachers work together to plan and deliver a curriculum that enables children to:

- develop an ability to listen to, appreciate and understand a wide variety of music, including different styles, periods and cultures
- have opportunities to explore and express ideas and feelings about music, in a variety of ways, for example through art
- explore a range of musical elements, for example: pitch, tempo and dynamics
- encourage active involvement in creating and developing musical ideas using voices and instruments – both tuned and un-tuned. Our key stage 2 children will learn to play an instrument through the Dorset Music Service each year
- develop a sense of group identity and togetherness through composing, rehearsing and performing music with others, to an audience
- enable all children to have access to music and to develop an enjoyment of music which will always be part of their lives

Over their time at Cranborne First, children will be given the skills and knowledge to understand the impact that music can have on our lives and cultures and how it can play an integral role in our emotional well-being. We aim to give children high aspirations which will enable them to foster a lifelong love for music and the confidence to continue to play and enjoy music into their adult lives. Feedback is provided to pupils on a regular basis which allows them to move their learning forward. The subject leader's attendance at DSAT subject leader CPL, Dorset Music Service training and Academy Improvement Meetings (AIMs) supports teachers to ensure a robust and effective moderation process of the children's learning, can take place.

Curriculum Drivers

	In all subjects...	In music, this looks like...
Curiosity	Curiosity is an eagerness to learn or know and being confident in asking questions and researching. This approach to learning enables inquisitive thinking such as exploration, investigation and learning and nurtures future problem solvers.	Careful sequential planning of the curriculum so that every child is equipped with knowledge and skills vocabulary needed to embrace their music learning and to prepare them for the next stage in learning.
Communication	We believe that language is the tool that unlocks opportunities and enables children to share ideas effectively. We want our children to speak with clarity, confidence and eloquence, connecting the words they know (vocabulary) with what they know (knowledge) therefore becoming effective communicators. We know that vocabulary development and the ability to read fluently are key to life-long success and this is our intent for every child.	We aspire for children to become emotionally literate with a depth of language that enables them to share ideas effectively. Careful planning of the key words for every unit of learning is made so that children are able to speak accurately using subject specific language.

Resilience	<p>Resilience means having the skills and resources to deal with challenges and barriers. Resilience is a measure of how much you want something and how much you are willing and able, to overcome obstacles to get it. Our children will develop the emotional and physical security needed to become resilient individuals who are able to take risks and deal with different challenges across the curriculum and in the wider world by thinking positively and having the confidence to 'have a go'.</p>	<p>Ensure that 'having a go' and 'imperfect practice' are part of our music lessons.</p>
Independence	<p>Independence is the ability to live your life to the full, confidently and to be self-sufficient. We aim to promote our children's independence and develop a commitment to learning and self-improvement, both inside and outside of the school environment. We will give our children opportunities to organise themselves, show personal responsibility, initiative, creativity and enterprise. We will nurture our children's awareness that actions have consequences and to make choices based on this awareness, understanding that they have ownership of their actions.</p>	<p>Each unit of work is planned carefully to ensure concepts are taught in optimal order to support children's understanding.</p>
Aspiration	<p>Aspiration is the hope, desire or ambition to strive to achieve something. To be the best they can possibly be and to challenge themselves as a learner. The development of aspirations encourages children to produce work of high quality, take pride in themselves and be the very best they can be.</p>	<p>Finding out about music and culture leaves our children with an abiding desire to learn more about them.</p>

Curriculum Coverage

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Me! Nursery Rhymes and Action Songs	My Stories Nursery Rhymes and Actions Songs	Everyone! Nursery Rhymes and Action Songs	Our World Nursery Rhymes and Action Songs	Big Bear Funk Transition Unit	Reflect, Rewind and Replay Classical Music
Year 1 and 2 Cycle 1	Hey You! Old School Hip Hop	Rhythm in the Way we Walk/Banana Rap Reggae, Hip Hop	In the Groove Blues, Latin, Folk, Funk, Baroque, Bhangra	Round and Round Latin, film Music, Big Band Jazz, Mash-up, Fusion	Your Imagination Film, Pop, Musicals	Reflect, Rewind and Replay Western Classical Music
Year 1 and 2 Cycle 2	Hands, Feet, Heart South African Styles	Ho Ho Ho! Christmas, Big Band, Motown, Elvis, Freedom Songs	I Wanna Play in a Band Rock	Zootime Reggae	Friendship Song Pop, Soul, Film, Musicals	Reflect, Rewind and Replay Western Classical Music
Year 3 and 4 Cycle 1	Let Your Spirit Fly R&B, Western Classicals, Musicals, Motown, Soul	Glockenspiel Stage 1 Instrumental Skills	Three Little Birds Reggae	The Dragon Song Music from around the world	Bringing Us Together Disco/Anthem	Reflect, Rewind and Replay Western Classical Music
Year 3 and 4 Cycle 2	Mamma Mia ABBA 1970s	Glockenspiel Stage 2 Instrumental Skills	Stop Grime, Classical, Bhangra, tango, Latin Fusion	Lean on Me Gospel	Blackbird The Beatles	Reflect, Rewind and Replay Western Classical Music

Early Years Foundation Stage

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Me!</p> <p>In this unit, the children listen to and respond to different styles of music. They begin to learn about pulse through learning to sing or sing along with nursery rhymes and action songs including pat-a-cake, 1, 2, 3, 4, 5 Once I Caught a Fish Alive, This Old Man, 5 Little Ducks, Name Song and Things for Fingers. They begin to create their own very simple rhythmic improvisations that leads to playing some classroom musical instruments. There are opportunities to share and perform the learning that has taken place.</p>	<p>My Stories</p> <p>In this unit, the children listen to and respond to different styles of music. They continue to learn about pulse through learning to sing or sing along with nursery rhymes and action songs including I'm a Little Teapot, The Grand Old Duke of York, Ring O Roses, Hickory Dickory Dock, Not Too Difficult and the ABC Song. They create their own very simple rhythmic improvisations, which leads to playing some classroom instruments. There are opportunities to share and perform the learning that has taken place.</p>	<p>Everyone!</p> <p>In this unit, the children listen to and respond to different styles of music. They continue to learn about pulse through learning to sing or sing along with nursery rhymes and action songs including Wind the Bobbin Up, Rock-a-bye Baby, Five Little Monkeys Jumping on the Bed, Twinkle Twinkle, If You're Happy and You Know It and Head, Shoulders, Knees and Toes. They create their own very simple rhythmic improvisations, which leads to playing some classroom instruments. There are opportunities to share and perform the learning that has taken place.</p>	<p>Our World</p> <p>In this unit, the children listen to and respond to different styles of music. They continue to learn about pulse through learning to sing or sing along with nursery rhymes and action songs including Old Macdonald, Incy Wincy Spider, Baa Baa Black Sheep, Row, Row, Row Your Boat, The Wheels on the Bus and The Hokey Cokey. They create their own very simple rhythmic improvisations, which leads to playing some classroom instruments. There are opportunities to share and perform the learning that has taken place.</p>	<p>Big Bear Funk</p> <p>Learning in this unit is through listening to and appraising Funk music. The children use their voices and instruments to develop their understanding of pulse. They learn to sing 'Big Bear Funk' and revisit other nursery rhymes and action songs they have learnt, using instruments within the song. They also create simple improvisations using their voices and instruments and work on a simple riff-based composition. At the end of the unit, they share and perform the learning that has taken place.</p>	<p>Reflect, Rewind and Replay</p> <p>This unit takes place at the end of every year. We revise our learning and decide what to perform. We listen to Western Classical Music, and analyse it using the vocabulary we have learnt. We also play games, sing, play instruments, improvise and compose.</p>

Year 1 and Year 2 Cycle 1

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Hey You!</p> <p>Through listening to and appraising music, we begin to recognise styles, find the pulse, recognise instruments and discuss the dimensions of music, and in particular how pulse, rhythm and pitch work together, through Old School Hip Hop, including songs such as Hey You! By Joanna Mangona, Me, Myself and I by De La Soul, Fresh Prince of Bel-Air by Will Smith, Rapper's Delight by the Sugarhill Gang, U Can't Touch This by MC Hammer and It's Like That by Run DMC. Games are used to develop the understanding of pulse and begin to learn about rhythm, pitch, tempo and dynamics. The children learn about looking after their voice and have opportunities to sing together and play a classroom instrument. They also improvise and compose and perform their work to an audience.</p>	<p>Rhythm in the Way We Walk</p> <p>Learning in this unit is through listening to and appraising mixed styles of music. The children continue to develop their understanding of how pulse, rhythm and pitch work together. They sing and rap, and play games to introduce and reinforce learning. Songs include Rhythm in the Way We Walk by Joanna Mangona (Reggae), The Planets, Mars by Gustav Holst (Classical), Tubular Bells by Mike Oldfield (Pop), The Banana Rap by Jane Sebba (Hip Hop), Happy by Pharrell Williams (Pop) and When I'm 64 by The Beatles (Pop). We perform our work.</p>	<p>In the Groove</p> <p>In this unit, we play and sing in different styles and learn about those styles. We study songs and music including In The Groove by Joanna Mangona (Blues, Baroque, Latin, Bhangra, Folk and Funk), How Blue Can You get by BB King (Blues), Let the Bright Seraphim by Handel (Baroque), Livin La Vida Loca by Ricky Martin (Latin/Pop), Jai Ho by JR Rhamen (Bhangra/Bollywood), Lord of the Dance by Ronan Hardiman (Irish Music) and Diggin on James Brown by Tower of Power (Funk). Games are used to develop the understanding of pulse and begin to learn about looking after their voice and have opportunities to sing together and play a classroom instrument. They also improvise and compose and perform their work to an audience.</p>	<p>Round and Round</p> <p>In this unit, we continue to recognise styles, find the pulse, recognise instruments and discuss the dimensions of music, and in particular how pulse, rhythm and pitch work together. We study songs and music including Round and Round (Bossa Nova), Imperial War March by John Williams (Film), It Had Better Be Tonight by Michael Buble (Latin/Big Band), Why Don't You by Gramophonedzie (Big Band/Dance), and Oya Como Va by Santana (Latin/Jazz). Games are used to develop the understanding of pulse and we continue to learn about rhythm, pitch, tempo and dynamics. The children learn about looking after their voice and have opportunities to sing together and play a classroom instrument. They also improvise and compose and perform their work an audience.</p>	<p>Your Imagination</p> <p>We listen to songs and music about using our imaginations, and are introduced to creating our own lyrics. Games are used to develop the understanding of pulse tempo and dynamics. The children learn about rhythm, pitch, tempo and dynamics. The children learn about looking after their voice and have opportunities to sing together and play a classroom instrument. They also improvise, compose and perform their work to an audience. Music includes Your Imagination by Joanna Mangona an Pete Readman. Supercalifragilisticexpialidocious from Mary Poppins, Pure Imagination from Willy Wonka and the Chocolate Factory, Daydream Believer by the Monkees, Rainbow Connection from the Muppet Movie and a Whole New World from Aladdin.</p>	<p>Reflect, Rewind and Replay</p> <p>This unit takes place at the end of every year. We revise our learning and decide what to perform. We listen to Western Classical Music and analyse it using the vocabulary we have learnt. We also play games, sing, play instruments, improvise and compose.</p>

Year 1 and Year 2 Cycle 2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Hands, Feet, Heart Focusing on music from South Africa and freedom songs, we develop our ability to recognise styles and instruments, listen and discuss the dimensions of music. Songs include Hands, Feet, Heart by Joanna Mangona, The Click Song by Miriam Makeba, The Lion Sleeps tonight sung by Soweto Gospel Choir, Bring Him Back by Hugh Masekela, You Can Call Me Al by Paul Simon and Hiokoloza by Arthur Mofokate. Games are used to internalise, understand and feel how the dimensions of music work together – pulse, rhythm, pitch, tempo and dynamics. There are opportunities to sing, play a classroom instrument, improvise, compose using melody and rhythm and record our work. We also perform our work to each other and an audience and discuss how to improve our work further.</p>	<p>Ho Ho Ho! This unit has wintertime and festivals as a theme and the focus is on creating a performance using music and dance. Games are used to internalise, understand and feel how the dimensions of music work together – pulse, rhythm, pitch, tempo and dynamics. There are opportunities to sing and to play a classroom instrument. We perform to an audience and discuss how to improve our work further.</p>	<p>I Wanna Be in a Band Rock Music is used to continue to develop our ability to recognise styles and instruments, listen and discuss the dimensions of music. Songs include We Will Rock You by Queen, Smoke on the Water by Deep Purple, Rockin All Over the World by Status Quo, Johnny B Goode by Chuck Berry and I Saw Her Standing There by The Beatles. Games are used to internalise, understand and feel how the dimensions of music work together – pulse, rhythm, pitch, tempo and dynamics. There are opportunities to sing, play a classroom instrument, improvise, compose using melody and rhythm and record our work. We also perform our work to each other and an audience and discuss how to improve our work further.</p>	<p>Zootime Using a specially written song for children Zootime, we study Reggae in this unit. We also look at other songs including Kingston Town by UB40, Shine by ASWAD, IGY by Donald Fagen, Feel Like Jumping by Marcia Griffiths and I Can See Clearly Now by Jimmy Cliff. The children continue to develop their understanding of how the dimensions of music work together – pulse, rhythm, pitch, tempo and dynamics through games. There are opportunities to sing, play a classroom instrument, improvise, compose using melody and rhythm and record our work. We also perform our work to each other and an audience and discuss how to improve our work further.</p>	<p>Friendship Song In this unit we study a range of styles, all with a theme of friendship as we develop our ability to recognise styles and instruments, listen and discuss the dimensions of music. Songs include Friendship Song by Joanna Mangona and Pete Readman, Count on Me by Bruno Mars, We Go Together from the Grease Soundtrack, You Give a Little Love by Buggy Malone, That's What Friends are For by Gladys Knight, Stevie Wonder, Dione Warwick and Elton John and You've Got a Friend in me by Randy Newman. Games are used to internalise, understand and feel how the dimensions of music work together – pulse, rhythm, pitch, tempo and dynamics. There are opportunities to sing, play a classroom instrument, improvise, compose using melody and rhythm and record our work. We also perform our work to each other and an audience and discuss how to improve our work further.</p>	<p>Reflect, Rewind and Replay This unit takes place at the end of every year. We revise our learning and decide what to perform. We listen to Western Classical Music and analyse it using the vocabulary we have learnt. We also play games, sing, play instruments, improvise and compose.</p>

Year 3 and Year 4 Cycle 1

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Let Your Spirit Fly In this unit, the children are introduced to singing in two parts. We continue to recognise styles, find the pulse, recognise instruments, listen to and analyse music using the musical vocabulary we have learnt. Songs include Let Your Spirit Fly by Joanna (R&B), Colonel Bogey March by Kenneth Alford (Film), Consider Yourself from Oliver (Musical), Ain't No Mountain High Enough by Marvin Gaye (Motown) and You're the First, the Last, My Everything by Barry White (Soul). Games are used to internalise, understand, feel and know how the dimensions to music work together – pulse, rhythm, pitch, tempo and dynamics. We begin to explore the link between sound and symbol, sing, play instruments, improvise and compose using melody and rhythm. We record, perform and evaluate our work together.</p>	<p>Glockenspiel Stage 1 Through learning to play the glockenspiel, children are given opportunities to apply the language of music and develop their understanding of the link between sound and symbol. They continue to play games to develop their understanding of pulse, rhythm, pitch, tempo, dynamics and how these work together, and to sing. The children share, perform and evaluate their work, discussing their learning, what went well and how it could be improved further.</p>	<p>Three Little Birds Reggae music is used to continue to develop our ability to recognise styles, find the pulse, recognise instruments, listen to and analyse music using the musical vocabulary we have learnt. Songs include Three Little Birds and Jamming by Bob Marley, Small People by Ziggy Marley, 54-56 Was My Number by Toots and the Maytals, Ram Goat Liver by Pluto Shervington and Our Day Will Come by Amy Winehouse. Games are used to internalise, understand, feel and know how the dimensions for music work together – pulse, rhythm, pitch, tempo and dynamics. We began to explore the link between sound and symbol, sing, play instruments, improvise and compose using melody and rhythm. We record, perform and evaluate our work together.</p>	<p>The Dragon Song We develop our understanding of singing in two parts and listen to music from around the world. Pieces we study include The Dragon Song by Joanna Mangona and Pete Readman, Bird Song (Chinese Folk Music), Vaishnava Java (Hindu Song), a Turkish Traditional Tune, Aitutaki Drum Dance (from Polynesia) and Zebaidir (a song from Sudan). The children continue to develop their understanding of how the dimensions of music work together – pulse, rhythm, pitch, tempo and dynamics through games. There are opportunities to sing, play a classroom instrument, improvise, compose using melody and rhythm and record our work. We also perform our work to each other and an audience and discuss how to improve our work further.</p>	<p>Bringing Us Together In this unit, we study disco music as we develop our ability to recognise styles and instruments, listen and discuss the dimensions of music. Songs include Bringing Us together by Joanna Mangona and Pete Readman, Good Times by Nile Rodgers, Ain't Nobody by Chaka Khan, We Are Family by Sister Sledge, Ain't No Stopping Us Now by McFadden and Whitehead and Car Wash by Rose Royce. Games are used to internalise, understand and feel how the dimensions of music work together – pulse, rhythm, pitch, tempo and dynamics. There are opportunities to sing, play a classroom instrument, improvise, compose using melody and rhythm and record our work. We also perform our work to each other and an audience and discuss how to improve our work further.</p>	<p>Reflect, Rewind and Replay This unit takes place at the end of every year. We revise our learning and decide what to perform. We listen to Western Classical Music and analyse it using the vocabulary we have learnt. We also play games, sing, play instruments, improvise and compose.</p>

Year 3 and Year 4 Cycle 2

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Mama Mia</p> <p>Abba's Music is used to develop our learning in this unit. We build on our understanding of how the dimensions of music work together, recognise different styles of music, and to listen to and analyse music using the vocabulary we have learnt. Games, singing and playing instruments are used to revisit and extend understanding of pulse, rhythm, pitch, tempo, dynamics and links between sound and symbol. There are opportunities to improvise using melody and rhythm and compose using symbols to record our ideas. We also share and perform and record our work and discuss ways to improve what we have done.</p>	<p>Glockenspiel Stage 1</p> <p>In this unit, we develop our ability to play the glockenspiel. Children are given opportunities to apply the language of music and develop their understanding of the link between sound and symbol. They continue to play games to develop their understanding of pulse, rhythm, pitch, tempo, dynamics and how these work together and to sing. The children share, perform and evaluate their work, discussing their learning what went well and how it could be improved further.</p>	<p>Stop</p> <p>We write our own lyrics in this unit and listen to and appraise a range of styles, including Stop! by Joanna Mangona (Grime), Gotta Be me performed by Secret Agent 23 Skidoo (Hip Hop), Radetzky March by Strauss (Classical), Ho Gaya Sharabi by Panjabi MC (Bhangra and hip Hop), Libertango by Astor Piazzolaa (Tango) and Mas Que Nada performed by Sergio Mendes and The Black Eyed Peas (Boss Nova and Hip Hop). Games, singing and playing instruments are used to revisit and extend understanding of pulse, rhythm, pitch, tempo, dynamics and links between sound and symbol. There are opportunities to improvise, compose, using symbols to record our ideas. We also share and perform and record our work, evaluating what we have done.</p>	<p>Lean on Me</p> <p>In this unit we study Gospel and Religious Music. We continue to develop our understanding of how the dimensions of music are used and recognise different styles and instruments. Songs include Lean on Me by Bill Withers (Soul), Lean on Me sung by the ACM Gospel Choir (Gospel), Ode to Joy Symphony No 9 by Beethoven (Romantic Western Classical) and He Still Loves Me by Walter Matthews and Beyonce (Gospel). Games, singing and playing instruments are asked to revisit and extend understanding of pulse, rhythm, pitch, tempo, dynamics and links between sound and symbol. There are opportunities to improvise, compose, using symbols to record our ideas. We also share and perform and record our work, evaluating what we have done.</p>	<p>Blackbird</p> <p>In this unit we study the development of pop music, with a focus on The Beatles and the Civil Rights Movement. Songs include Blackbird, Yellow Submarine, Hey Jude, Can't Buy Me Love, Yesterday and Let It Be. Games, singing and playing instruments are used to revisit and extend understanding of pulse, rhythm, pitch, tempo, dynamics and links between sound and symbol. There are opportunities to improvise, compose, using symbols to record our ideas. We also share and perform and record our work, evaluating what we have done.</p>	<p>Reflect, Rewind and Replay</p> <p>This unit takes place at the end of every year. We revise our learning and decide what to perform. We listen to Western Classical Music and analyse it using the vocabulary we have learnt. We also play games, sing, play instruments, improvise and compose.</p>