

Evaluation should ensure that our curriculum is:

- is broad and balanced, complies with legislation and provides a wide range of subjects, preparing pupils for the opportunities, responsibilities and experiences of later life in modern Britain; inspectors should not expect to see a particular range of subjects but should be alert to any unexplained narrowness in the breadth of curriculum being offered by the school
- actively promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs
- focuses on the necessary priorities for ensuring that all pupils make excellent progress in reading, writing and mathematics
- promotes high levels of achievement and good behaviour
- links to the school's system of assessment and that together they set out what pupils are expected to know, understand and do, and when
- information about what is taught in the curriculum each year is shared with parents and carers, including by meeting the statutory requirement to make curriculum information available on the school's website
- promotes tolerance of and respect for people of all faiths (or those of no faith), races, genders, ages, disability and sexual orientations (and other groups with protected characteristics⁴⁴) through the effective spiritual, moral, social and cultural development of pupils, including through the extent to which schools engage their pupils in extra-curricular activity and volunteering within their local community

SUBJECT LEADER: Mrs K Chesters / Mrs C Swan			
SUBJECT: Music			
SCHEME of WORK: Charanga			
<ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Improvise and compose music for a range of purposes using the inter-related 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. 			
Year Group	Autumn	Spring	Summer
Reception			
1	Aut 1: Hey You Instrumental, improvisation and composition Aut 2: Rhythm in the way we walk & Banana Rap Singing and performance	Spr 1: In the Groove Instrumental, improvisation and composition Spr 2: Round and Round Singing and performance	Sum 1: Your Imagination Instrumental & improvisation Sum 2: Reflect, rewind and replay Revision
2	Aut 1: <i>Hands, feet, heart</i> Instrumental, improvisation & composition Aut 2: <i>Ho Ho Ho</i> Singing and performing	Spr 1: <i>I Wanna Play in a Band</i> Glockenspiel - Instrumental, improvisation & composition Spr2: <i>Zootime</i> Instrumental, improvisation & composition	Sum 1: <i>Friendship Song</i> Instrumental, improvisation & composition Sum 2: <i>Reflect, Rewind, Replay</i> Reflect, rewind and replay Revision
3	Aut 1: Let Your Spirit Fly – singing in 2 parts Aut 2: Glockenspiel Stage1 – musical language	Spr 1: Three Little Birds – Reggae and Bob Marley Spr 2: The Dragon Song – singing in 2 parts Music from around the world	Sum 1: Bringing us Together – disco music Sum 2: Reflect, rewind and replay Revision
4	Practise for YoungVoices singing performance <ul style="list-style-type: none"> • perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression of music. 	Wider Opp – Music4Life Brass Instruments Activity: external music teacher comes in and teaches children 1 hour per week. Children learn and play music. Children will also perform a concert. Taught by Mr. Eccles.	Chanagra Lean on Me (Gospel) Reflect, Rewind and Replay (Western Classical) <ul style="list-style-type: none"> • improvise and compose music for a range of purposes using the inter-related dimensions listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

			<ul style="list-style-type: none"> develop an understanding of the history of music
5	<p>Autumn 1</p> <ul style="list-style-type: none"> Unit: Livin' On A Prayer Style: Rock Topic and cross curricular links: How rock music developed from the Beatles onwards. Analysing performance. <p>Autumn 2</p> <ul style="list-style-type: none"> Unit: Classroom Jazz 1 Style: Jazz Topic and cross curricular links: History of music - Jazz in its historical context. 	<p>Spring 1</p> <ul style="list-style-type: none"> Unit: Make You Feel My Love Style: Pop Ballads Topic and cross curricular links: Historical context for ballads. <p>Spring 2</p> <ul style="list-style-type: none"> Unit: Fresh Prince Of Bel Air Style: Hip Hop Topic and cross curricular links: Option to make up (compose) own rap or words to the existing rap, that could link to any topic in school, graffiti art, literacy, breakdancing and 80s Hip hop culture in general. Historical context of musical styles. 	<p>Summer 1</p> <ul style="list-style-type: none"> Unit: Dancin' In The Street Style: Motown Topic and cross curricular links: The history of Motown and its importance in the development of Popular music. Civil Rights. <p>Summer 2</p> <ul style="list-style-type: none"> Unit: Reflect, Rewind and Replay Style: Western Classical Music and your choice from Year 5 Topic and cross curricular links: Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.
6	<p>Aut 1: WW2 Wartime Music - ready to perform in our VE Theme Day on Friday 13th December 2019</p> <p>Aut 2: Happy Instrumental, improvisation and composition</p>	<p>Spr 1: Classroom Jazz 2 Instrumental and improvisation</p> <p>Spr 2: New Unit (tbc Charanga) - Focusing on empowering and inspirational female role models such as Anna Meredith, ESKA, Shiva Feshareki and Yolanda Brown</p>	<p>Sum 1: You've Got A Friend Instrumental, improvisation and composition</p> <p>Sum 2: Leavers songs and music to perform at Leavers Service in Church</p>