	Our Approach to the Music Curriculum						
	Discover Learn Develop						
	K						
	St Kew ACE ACADEMY						
DISCOVER	LEARN						
INTENT:	IMPLEMENTATION:						
Curriculum Design, Coverage and Appropriateness	Curriculum delivery, Teaching and Assessment	A					
(Policy, Culture, Scope)	(Pedagogy, Components , Sequencing)	(Men					
At St Kew, our aim is for children to gain an understanding and appreciation for what music is and what it can do to brighten the world around us through listening, singing, playing, performing, evaluating, analysing and composing across a variety of historical periods, styles, traditions and musical genres. We are committed to developing a love of music that will continue with our pupils throughout their life. We aim to give them opportunities to express themselves through music, access quality musical teaching as well as the skills necessary for children to pursue further musical interests beyond our walls. We believe music has the power to build confidence, strengthen teamwork and relationships, and develop their speech and language, mathematical, analytical and creative thinking skills whilst increasing working memory.	We explore music through the Charanga music program which is an integrated, practical, exploratory and child-led approach to musical learning built upon a spiral curriculum. Interrelated dimensions of music weave through the units to encourage the development of musical skills as the learning progresses through listening and appraising, differing musical activities (including creating and exploring) and performing. Children explore pulse, rhythm and pitch before adding further dimensions as they progress up the school including dynamics, tempo, timbre, structure, texture and notation. Charanga lessons are planned in sequences to provide children with the opportunities to review, remember, deepen and apply their understanding. The elements of music are taught in the classroom so that children are able to use some of the language of music to dissect it, and understand how it is made, played and appreciated. They learn how to compose. Focusing on different dimensions of music which in turn feeds their grasp of listening, playing or analysing music. Composing or performing using body percussion and vocal sounds is also a part of our curriculum, which develops understanding of musical elements without the added complexity of an instrument.	compose. Musical teachin learning are part of the lear and concepts, and re-visit understand musical concep Learning about the same enables a more secure, deep Our children experience a va throughout their time at composing and performing Music is embedded in class various concerts and perfor Children develop a love of m school and into the wider w of fun: they see it as a poss					

At St Kew, we are passionate about active learning and believe that children learn and develop best by 'doing'. Learning is a life-long experience and our 'learning to learn skills' help pupils to investigate and experience things, 'have a go', concentrate and keep on trying if they encounter difficulties, enjoy achievements, have and develop their own ideas, make links between these ideas, and develop strategies for doing things. This builds a foundation for igniting their curiosity and enthusiasm for learning. In Music, all Learning to Learn skills are used but the following skills are utilised in particular.

READINESS	RESPONSIBILITY	RELATIONSHIPS	RESILIENCE	RESOURCEFULNESS	REFLECTIVENESS	
I am motivated to learn more.	I do my bit and work well in groups.	I can sing a song or play music with	I return to concepts to deepen my	I use all resources available to me and	I know that I can pursue music outside	
		another, or group of pupils.	knowledge and skills.	try new instruments.	of school and into the future.	

			Rolling Pr	ogramme			
	wton ear 1)	Armstrong (Year 2, 3 & 4)		Einstein (Year 4, 5 & 6)			
Cycle A	Cycle B	Cycle A	Cycle B	Cycle C	Cycle A	Cycle B	Cycle C
YR Me!	Y1 Hey you!	Y2 Friendship Song	Y2 Hands, Feet, Heart	Y2 I Wanna Play in a Band	Y4 Blackbird	Y5 Livin' on a Prayer	Y5 The Fresh Prince of Bel Air
Xmas focus	Xmas focus	Xmas focus	Xmas focus	Xmas focus	Xmas focus	Xmas focus	Xmas focus

DEVELOP

IMPACT: Attainment and Progress emory, Assessment, Systems)

sures that children sing, listen, play, perform, evaluate and hing and learning is not linear. The strands of musical earning spiral and children can develop new musical skills risit established musical skills and concepts. Children cepts through a repetition-based approach to learning. he musical concept through different musical activities leeper learning and mastery of musical skills.

a variety of cultures, historical periods and musical genres at St Kew. They develop strong listening, appraising, ng skills as well as an understanding of musical notation. lassroom activities as well as weekly singing assemblies, formances throughout the year.

of music in all its forms that go beyond the confines of this r world and they see music as more than just a lesson full possible career or a skill to pursue to enhance and enrich

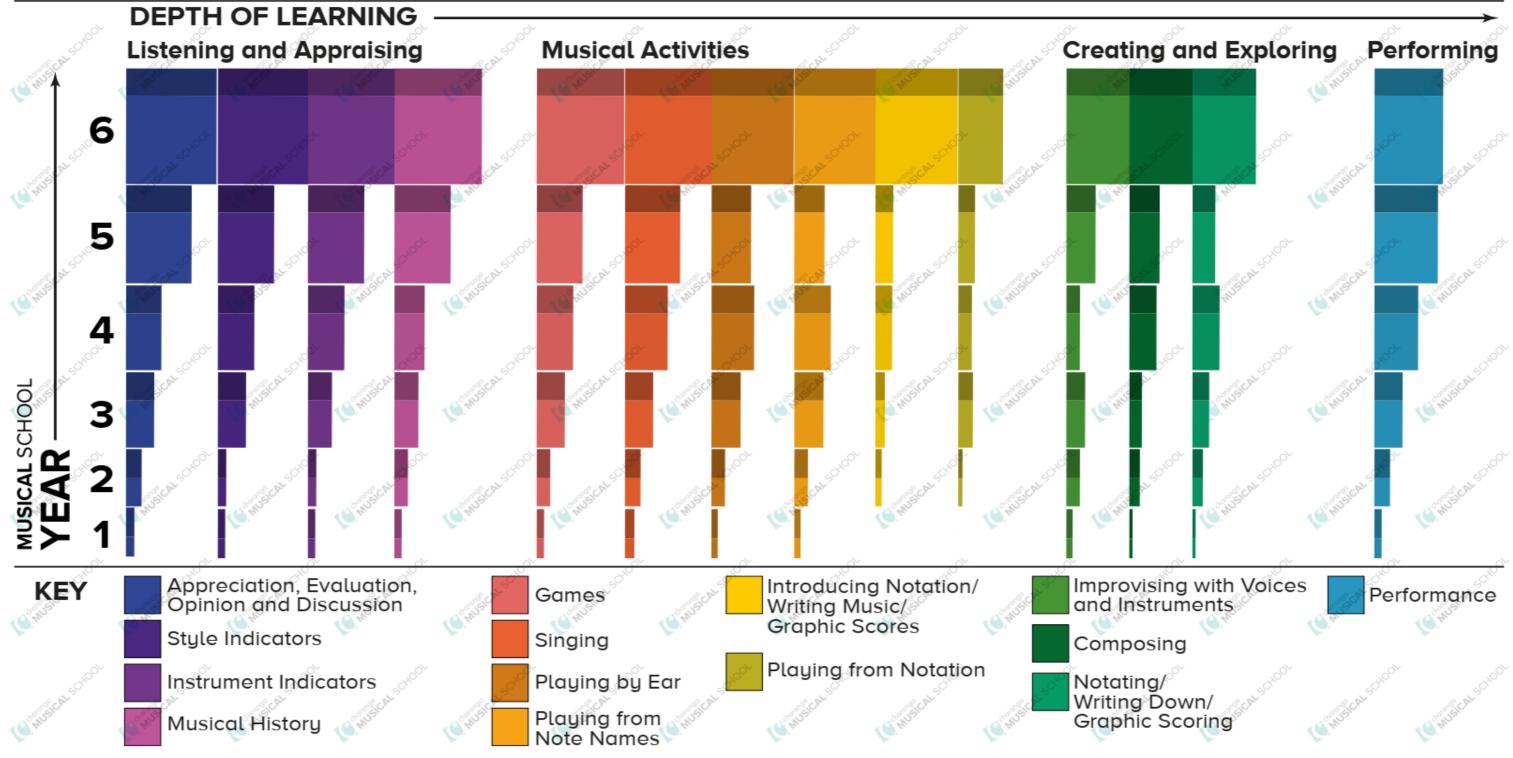
Y1 In the Groove	YR My Stories	Y3 Let Your Spirit Fly	Y2 Zootime	Y3 Bringing Us Together	Y5 Dancing in the Street	Y5 Make you Feel My Love	Y6 A New Year Carol
Topic Dinosaurs	Y1 Round and Round	Y3 Glockenspiel 1	Y3 Three Little Birds	Y4 Mamma Mia	Үб Нарру	Y4 Glockenspiel 2	Y6 Classroom Jazz 2
Y1 Rhythm in the way we walk	YR Big Bear Funk	Y4 Stop!	Y4 Lean on Me	Y3 The Dragon Song	Y6 You've Got a Friend	Y5 Classroom Jazz 1	Y6 Music and Identity
YR Our World	Y1 Your imagination	Y2 Reflect, Rewind, Replay	Y4 Glockenspiel 2	Y3 Reflect, Rewind, Replay	Y4 Reflect, Rewind, Replay	Y5 Reflect, Rewind, Replay	Y6 Reflect, Rewind, Replay

Learning progression

Depth of learning through Charanga Musical School

National Curriculumn 2014:

"...learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence..." "Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory." "Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression."

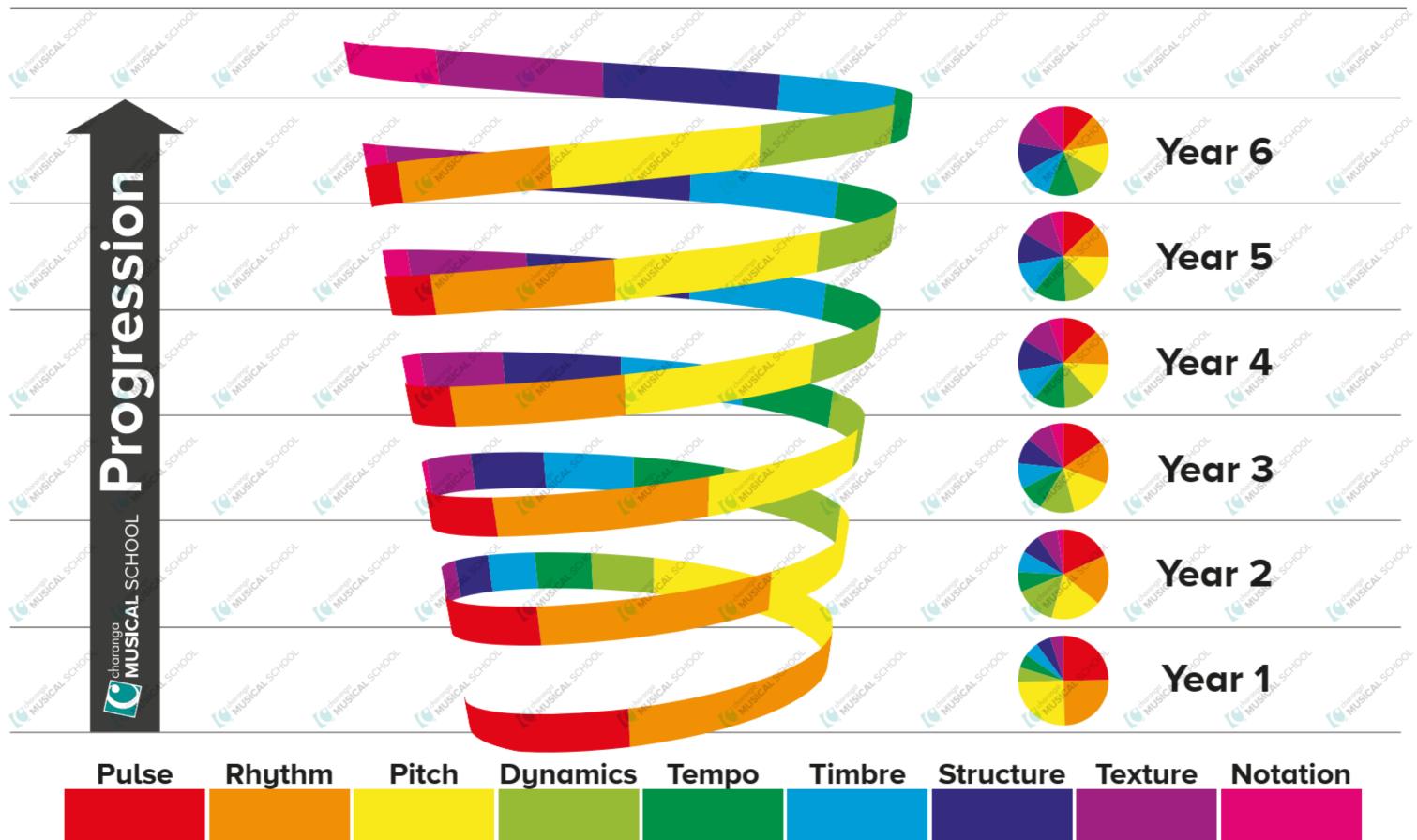




The Interrelated Dimensions of Music

Progression through Charanga Musical School

Progression throughout the Units of Work reinforces the interrelated dimensions of music. With each new song, always start again with the foundation of pulse, then rhythm, then pitch, adding new dimensions as you progress.





This represents an ever increasing spiral of musical learning.