



Music is a universal language that embodies one of the highest forms of creativity and it serves to connect people and places in our ever-changing world. In our school it brings the community together through singing, playing in ensembles, experimenting with the creative process and listening to peers performing.

At St Aidan's, our music curriculum is designed to engage and inspire pupils to develop a love of music and their talent as musicians and so increase their self-confidence, creativity and sense of achievement.

Lessons begin by warming up the voice and body. The teaching of singing and musicianship is based on the Kodaly method with a wide range of songs, many taken from Voices Foundation as well as movement games. Over time, we begin to incorporate musical notation, building the connection between a sound and the written form.

We regularly listen to music from a variety of genres and discuss the key dimensions of music: rhythm, dynamics, tempo, pitch, texture, timbre, structure as well as instrumentation, articulation and overall mood and meaning. We may respond to the music with composition, art or movement.

Children learn to play using a range of percussion instruments and in year 4 all children learn to play the clarinet or trumpet. Families can also choose to purchase additional instrumental lessons through Haringey Music Service which can be applied for here at St Aidan's.

EYFS

The EYFS Framework is split into areas rather than subjects; the Early Learning Goals most relevant to Music are as follows:

Expressive arts and design - being imaginative and expressive.

Sing a range of well-known nursery rhymes and songs.

Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

Please see the EYFS Curriculum Map for the Early Years Curriculum.

Curriculum Map - KS1 & KS2

	Autumn term	Spring term	Summer term
Year 1	Children focus on different ways they can use their voices to create different sounds or blend with the group. The focus is on hearing and performing simple intervals with their voices, using Kodaly songs.	Children continue to develop their voices and ears using simple Kodaly songs. They begin to build up a repertoire of longer classroom songs, often related to relevant themes or topics.	Children begin to read rhythms using simple graphic notation. They begin using unpitched percussion instruments to play rhythms and explore the different sounds they can make, as well as using arms and facial expressions to conduct the group.
Year 2	Children are introduced to pitched percussion, identifying high and low pitches, recreating them with their voices and exploring chords and different patterns.	Children continue to build a repertoire of classroom songs and begin to perform slightly more complicated songs in canon or in two parts. The structure of songs is investigated using terms such as verse & chorus.	Children learn to read rhythms using traditional notation. They learn about tempo and the difference between pulse and rhythm.
Year 3	Rhythm focus based on Kodaly songs and Hip Hop music. Children learn to sing and play in time, to read and perform from notation in 4/4 and to compose using percussion instruments. They appraise Hip Hop music and write their own raps.	Pitch focus based on Kodaly songs, Spiritual and Blues. Children learn to use the pentatonic scale in singing and playing pitched percussion instruments. They learn to hear and sing intervals and to improvise and compose using the pentatonic scale.	Repertoire focus children develop their understanding of the elements of music through pieces of the Classical repertoire. Through a study of film music they learn about instrumentation and leitmotif which feed into compositions to a set brief.

Year 4	Whole class instrumental teaching. Children are introduced to the trumpet/clarinet, how sound is produced, and correct embouchure. They learn the first 3 notes, to play and perform a variety of pieces.	Whole class instrumental teaching. Children learn to play more notes, start to read from sheet music, and develop their technique. They learn more complex pieces and are given opportunities to improvise.	Whole class instrumental teaching. Children learn more complex pieces involving new notes and rhythms. They further develop their ensemble playing, performing in parts, following a conductor and improvising during a performance.
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Year 5	Rhythm focus based on Ghanaian drumming and Reggae and Ska music. Children develop their inner sense of pulse, learn about polyrhythms and the difference between playing on or off the beat. Which are all incorporated in large group performances.	Pitch focus based on Kodaly songs and Middle Eastern & Eastern European traditional music. Children learn about the major scale and how to read and write pitch on a staff. They are introduced to modal music and ornamentation.	Performance focus. Children develop their understanding of texture, form and 3 vs 4 time through pieces of the Classical repertoire. They learn about rock music from the 1960s and put together a band style performance with drums, bass, chords, riffs and vocals.
Year 6	Children learn to perform more complex rhythms as part of a Ghanaian drumming ensemble, and learn how to interpret visual cues to structure their performance. They learn how to read and write more advanced rhythms such as dotted rhythms and quaver rests.	Performance focus based on pop music. Children also further develop their understanding of musical elements, to follow a conductor and to conduct using classical music by Rossini and Tchaikovsky	World Music with a focus on Latin American and Caribbean music. The children learn about claves and syncopated rhythms and perform as part of an ensemble. Protest Music, learning about the ways that music can be used to create change in the world, culminating in the whole group writing their own protest song and performing it together.