



Music Curriculum – Alec Reed Academy



Intent: What is our school trying to achieve through its music curriculum?

At Alec Reed Academy, we are aiming to provide pupils with a high-quality music education that inspires pupils to develop a love of music discover their talents as musicians, increase their self-confidence and creativity as well as a sense of achievement. We aim to expose our young pupils to a wide range of musical styles and genres, in hopes that every child can see themselves represented in their music curriculum. We hope to develop pupil's engagement with music, allowing them to listen and appraise with a critical ear, compose and perform with increasing confidence.

Implementation: How is our school's curriculum delivered?

At Alec Reed Academy, we use a program called *Charanga* which provides lessons, assessment and resources to support the pupils in their musical learning. The program covers all aspects of the National Curriculum for Music.

A typical hour lesson should comprise of the following strands that correspond with the National Curriculum statements:

1. **Listen and Appraise (20 minutes)** - pupils will be given the opportunity to listen to music and answer questions related to what they hear, using the correct musical terminology appropriate for their key stage.
2. **Musical Activities (25 minutes)** – pupils will be given the opportunity to play various warm up games, learn to sing, improvise, play instruments and compose.
3. **Perform (15 minutes)** – pupils will be given the opportunity to share and perform what has taken place in that day's lesson.

Impact: What difference is our school's music curriculum making?

Teachers will assess pupils learning throughout each unit of work.

Curriculum Overview – Music 2020 – 2021

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception Diversity Link: Me – a look at the various styles of music.	Charanga: Me! Big Question: How does music make us feel?	Christmas Production Big Question: What elements make up a musical performance?	Charanga: My Stories Big Question: How does music tell us a story?	Charanga: Everyone! Big Question: How is music different around the world?	Charanga: Our World Big Question: How can music bring people together?	Charanga: Reflect, Rewind and Replay Big Question: What skills do we learn in music that can be used in everyday life?
Year 1 Diversity Link: In the groove: looking at different styles of music, countries and cultures. (Blues, Latin, Folk, Funk, Baroque, Bhangra)	Charanga: Hey you! Big Question: What messages and stories can music teach us?	Christmas Production Big Question: What elements make up a musical performance?	Charanga: Rhythm in the way we walk and banana rap. Big Question: What are the dimensions of music? Rhythm	Charanga: In the groove Big Question: How do styles of music differ?	Charanga: Your imagination Big Question: How does music open our imagination?	Charanga: Reflect, Rewind and Replay Big Question: What skills do we learn in music that can be used in everyday life?
Year 2 Diversity Link: Hands, Feet and Heart: South African and Freedom songs. A look into the historical context of musical styles. (South African Styles)	Charanga: Hands, Feet, Heart Big Question: How do I recognise this music? What are the style indicators of South African music?	Christmas Production Big Question: What elements make up a musical performance?	Charanga: I wanna play in a band Big Question: Dimensions of music - What can you hear?	Charanga: Zootime Big Question: How are musical styles similar and different? Reggae music.	Charanga: Friendship song Big Question: What messages/meanings can we learn from music?	Charanga: Reflect, Rewind and Replay Big Question: What skills do we learn in music that can be used in everyday life?
Year 3	Charanga: Glockenspiel 1	Charanga: Three Little Birds	Charanga: The Dragon Song	Charanga: Bringing us together	History of Music Study: Baroque	Charanga: Reflect, Rewind and Replay

<p>Diversity Link: Three little birds – a look at Reggae music, its historical context and musical style. (Reggae music and Jamaican culture)</p>	<p>Big Question: How do the dimensions of music create a composition?</p>	<p>Big Question: How do I recognise this music? What are the style indicators of Reggae?</p>	<p>Big Question: What messages/meanings can we learn from music?</p>	<p>Big Question: How can music bring people together?</p>	<p>Big Question: What can we learn about history from Music?</p>	<p>Big Question: What skills do we learn in music that can be used in everyday life?</p>
<p>Year 4</p> <p>Diversity Link: Blackbird – about the Civil Rights movement. Opportunity to talk about this history and how it has impacted on our world today.</p>	<p>Charanga: Mamma Mia</p> <p>Big Question: How do I recognise this music? What are the style indicators of Pop music?</p>	<p>Charanga: Glockenspiel 2</p> <p>Big Question: How do the dimensions of music create a composition?</p>	<p>Charanga: Lean on me</p> <p>Big Question: What messages/meanings can we learn from music?</p>	<p>Charanga: Blackbird</p> <p>Big Question: How can music create a movement and bring people together?</p>	<p>History of Music Study: Classical</p> <p>Big Question: What can we learn about history from Music?</p>	<p>Charanga: Reflect, Rewind and Replay</p> <p>Big Question: What skills do we learn in music that can be used in everyday life?</p>
<p>Year 5</p> <p>Diversity Link: Classroom Jazz- Jazz in its historical context/origins.</p>	<p>Charanga: Living on a prayer</p> <p>Big Question: How do I recognise this music? What are the style indicators of Classic Rock music?</p>	<p>Charanga: Make you feel my love</p> <p>Big Question: What can you hear? How do the dimensions of music help us understand music?</p>	<p>Charanga: Classroom Jazz 1</p> <p>Big Question: How do the dimensions of music create a composition?</p>	<p>Charanga: Fresh Prince of Bel-Air</p> <p>Big Question: How are musical styles similar and different? Old School Hip-hop</p>	<p>History of Music Study: Romantic</p> <p>Big Question: What can we learn about history from Music?</p>	<p>Charanga: Reflect, Rewind and Replay</p> <p>Big Question: What skills do we learn in music that can be used in everyday life?</p>
<p>Year 6</p> <p>Diversity Link: Music and Me</p> <p>A look into four British contemporary</p>	<p>Charanga: Happy</p> <p>Big Question: How is a piece of music structured?</p>	<p>Charanga: Classroom Jazz 2</p> <p>Big Question: How do the dimensions of music create a composition?</p>	<p>History of Music Study: 20th Century</p> <p>Big Question: How has music changed and developed over time?</p>	<p>Charanga: Music and Me</p> <p>Big Question: What is identity and how does music help us express ourselves?</p>	<p>Charanga: Reflect, Rewind and Replay</p> <p>Big Question: What skills do we learn in music that can be used in everyday life?</p>	<p>Year 6 Production</p> <p>Big Question: What elements make up a musical performance?</p>

artists: Shiva Feshareki, Eska Mtungwazi, Afrodeutsche and Anna Meredith.				Explore the concept of identity, inspirational women in music, social and cultural differences.		
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Note:

- History of Music Study is NOT through Charanga. This unit of work will need to be developed by the class teacher. They are taught in this order to be chronologically accurate.
- Contemporary music should be discussed throughout the music listened to in the units, where appropriate.
- Early Music and Renaissance will be covered through composer of the week.