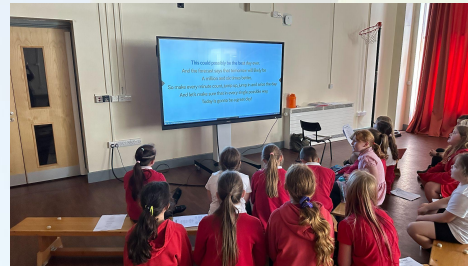




Music at Carcroft!

'Music is a world within itself, with a language we all understand' - Stevie Wonder



Intent:



Curriculum Intent

'Music touches the very heart of our humanity and a sense of the wonder of music has touched human societies throughout history. Music education offers young people the chance to understand, perform and create in an aural dimension that often sits outside our capacity to describe in words. For many pupils, the music they love with be part of the narrative of their lives and bring colour to the experiences that shape them' - Research review series: music (July 2021)

At Carcroft, pupils begin their music journey in EYFS aligning to the 'Expressive arts and design' strand. From Year 1 onwards, we follow the National Curriculum programme of study. We follow the 'Sing Up' online programme as a starting point, and adapt those plans where required. During their time at Carcroft, children will develop their understanding of music as well as their enthusiasm and curiosity for the subject.

By the end of Year 6, we expect the children to leave with a deeper understanding and knowledge of music and its key components and vocabulary. They will have all the necessary skills to prepare them to continue their musical journey in Key Stage 3 and beyond. Children will have the opportunity to listen to, perform, analyse, critique and improve a range of pieces from a variety of historical periods, genres, traditions, and composers and musicians. Singing will also be the core to music throughout the school. Pupils will sing and build upon their technique and ability throughout their time at Carcroft, focusing on a wide range of songs and arrangements. There will be many opportunities to perform within the classroom setting, with our strong sense of crew used to embed positive boundaries and protocols. Children will be given the chance to critique their own, and others', performances, giving them autonomy of how to further improve their final outcomes.

At Carcroft, we believe that all children, regardless of their background, should have access to a broad and balanced music curriculum. Guitar tuition is provided as an opportunity for pupils in Year 5 at no charge to parents, and a music lunchtime club is also offered to pupils. Trips to Young Voices and Sing Out are popular with the pupils at Carcroft and are available to all pupils in Key Stage 2.



Intent:



XP.
TRUST

Music in EYFS

The children begin their musical learning whilst in EYFS and will experience a variety of pieces. They will initially start to find the pulse using body percussion and dance before moving on to think about using untuned percussion instruments. Discussion around the piece of music is encouraged: Did you like it? What did you like about it? What did you not like about it? How did it make you feel?

As stated in the Statutory Framework for the Early Years Foundation Stage (September 2021) *'The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage in the arts enabling them to explore and play with a range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond and observe.'*

Throughout continuous provision, children are encouraged to explore and experiment with a range of instruments, singing nursery rhymes and composing their own melodies. Children are supported to create their own lyrics, or use familiar lyrics and make them their own.



Intent:



XP.
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Music in Key Stage 1 and Key Stage 2

'Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should 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. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon' - National Curriculum (2013)

The children at Carcroft continue their journey as they move into Key Stage 1, and subsequently into Key Stage 2, building upon their listening and appraising skills. They are given opportunities to refine their ability to discuss music, evaluate and identify elements of a wide variety of music from different styles, eras, composers or performers. Singing is something that is seamlessly integrated within the music curriculum at Carcroft, with children being given the opportunity to improve their skills in using their voice within every unit of learning.

The understanding of musical elements and the interrelated dimensions of music is something that is continuously embedded within musical learning at Carcroft. As children progress through school, their ability to create accurate and informed responses to music will improve.

Children will be given the opportunity to use instruments in solo and ensemble contexts. Tuned and untuned percussion instruments form a large part of the music offer within Key Stage 1 here at Carcroft, with children being given the opportunity to begin learning the recorder as they move into Lower Key Stage 2. The introduction of the recorder allows children to begin to use and understand staff and other musical notations as specified in the National Curriculum (2013). Within Upper Key Stage 2, children are then given the opportunity to further enhance their abilities by taking part in guitar lessons provided by Doncaster Music Service.



		Autumn			
		Unit 1 - I've Got a Grumpy Face	Unit 2 - The Sorcerer's Apprentice	Nativity songs	Christmas Carols
National Curriculum for Music KS1 (Reception)					
Programme of Study	Pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Pupils play tuned and untuned instruments musically	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Pupils listen with concentration and understanding to a range of high-quality live and recorded music	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Pupils experiment with, create, select, and combine sounds using the inter-related dimensions of music	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Statutory Framework for the Early Years Foundation Stage					
C&L	Listen attentively and respond to what they hear with relevant questions, comments and actions	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PSED	Give focussed attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Work and play cooperatively and take turns with others	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical Development	Negotiate space and obstacle safely, with consideration for themselves and others	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	use a range of small tools (e.g. instrument beaters)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>



XP.
TRUST

Intent: EYFS Autumn

Literacy	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems, and during role play	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Mathematics					
UTW					
EAD	Perform songs, rhymes, poems and stories with others and, when appropriate, try to move in time with music	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Musical Focus					
	timbre, beat, pitch, contour		musical storytelling, louder, quieter, faster, slower, higher, lower, timbre		



Spring

Unit 1 - Bird Spotting

Unit 2 - Shake My Sillies Out

Unit 3 - Up and Down

Unit 4 - Five Fine Bumble Bees

National Curriculum for Music KS1 (Reception)

Programme of Study	Pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Pupils play tuned and untuned instruments musically	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Pupils listen with concentration and understanding to a range of high-quality live and recorded music	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Pupils experiment with, create, select, and combine sounds using the inter-related dimensions of music	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Statutory Framework for the Early Years Foundation Stage

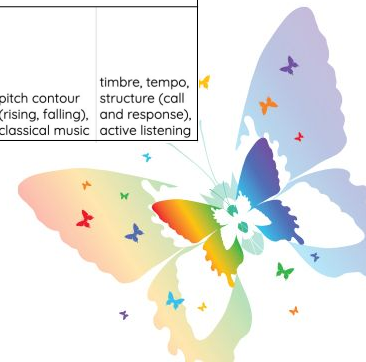
C&L	Listen attentively and respond to what they hear with relevant questions, comments and actions	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PSED	Give focussed attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Work and play cooperatively and take turns with others	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Physical Development	Negotiate space and obstacle safely, with consideration for themselves and others	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	use a range of small tools (e.g. instrument beaters)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>



XP.
TRUST

Intent: EYFS Spring

Literacy	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems, and during role play	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Mathematics					
UTW					
EAD	Perform songs, rhymes, poems and stories with others and, when appropriate, try to move in time with music	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Musical Focus					
		active listening, beat, pitch (so, mi), vocal play	timbre, pitch (higher, lower), tempo (faster, slower), beat	pitch contour (rising, falling), classical music	timbre, tempo, structure (call and response), active listening



Summer

Unit 1 - Down there under the sea	Unit 2 - It's oh so quiet	Unit 3 - Slap clap clap	Unit 4 - Bow, bow, bow Belinda
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National Curriculum for Music KS1 (Reception)

Programme of Study	Pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Pupils play tuned and untuned instruments musically	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Pupils listen with concentration and understanding to a range of high-quality live and recorded music	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Pupils experiment with, create, select, and combine sounds using the inter-related dimensions of music.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

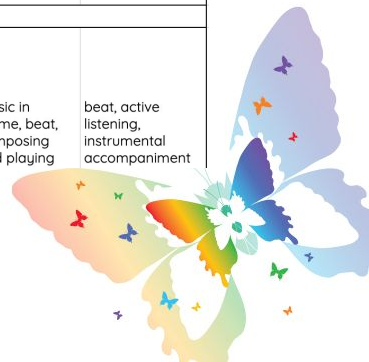
Statutory Framework for the Early Years Foundation Stage

C&L	Listen attentively and respond to what they hear with relevant questions, comments and actions	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
PSED	Give focussed attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Work and play cooperatively and take turns with others	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Physical Development	Negotiate space and obstacle safely, with consideration for themselves and others	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	use a range of small tools (e.g. instrument beaters)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>



Intent: EYFS Summer

Literacy	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems, and during role play	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mathematics					
UTW					
EAD	Perform songs, rhymes, poems and stories with others and, when appropriate, try to move in time with music	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Musical Focus					
	timbre, structure, active listening, tune, moving in step (stepping notes), soundscape	dynamics, timbre, musical storytelling, improvising and composing, exploring instruments	music in 3-time, beat, composing and playing	beat, active listening, instrumental accompaniment	



Intent: Year 1



XP.
TRUST

Autumn					
	Unit 1 - Menu Song	Unit 2 - Colonel Hathi's March	Christmas Performance	Christmas Carols	
National Curriculum for Music					
Programme of Study	Pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Pupils play tuned and untuned instruments musically	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Pupils listen with concentration and understanding to a range of high-quality live and recorded music	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Pupils experiment with, create, select, and combine sounds using the inter-related dimensions of music	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Musical Focus					
	active listening (movement), beat (echo singing, showing pitch moving)				

Spring				
	Unit 1 - Football	Unit 2 - Sea interludes	Unit 3 - Musical conversations	
National Curriculum for Music				
Programme of Study	Pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Pupils play tuned and untuned instruments musically	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Pupils listen with concentration and understanding to a range of high-quality live and recorded music	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Pupils experiment with, create, select, and combine sounds using the inter-related dimensions of music	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Musical Focus				
	beat, ostinato, pitched, unpitched patterns, mi re do (EDC) notes	beat, active listening, 20th century classical music	question and answer, timbre, graphic score	

Summer				
	Unit 1 - Nautilus	Unit 2 - Cat and Mouse	Unit 3 - come dance with me	
National Curriculum for Music				
Programme of Study	Pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Pupils play tuned and untuned instruments musically	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Pupils listen with concentration and understanding to a range of high-quality live and recorded music	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Pupils experiment with, create, select, and combine sounds using the inter-related dimensions of music	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Musical Focus				
	active listening (musical signals, internalising beat, draw to music, movement, actions), electronic music	mood, tempo, dynamics, rhythm, timbre, dot notation	call and response, echo singing and playing, playing percussion, crotchet, quavers, crotchet rest, developing beat skills	



Intent: Year 2



XP.
TRUST

Autumn					
		Unit 1 - Tony Chestnut	Unit 2 - Carnival of the animals	Christmas Performance	Christmas Carols
National Curriculum for Music					
Programme of Study	Pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Pupils play tuned and untuned instruments musically	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Pupils listen with concentration and understanding to a range of high-quality live and recorded music	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Pupils experiment with, create, select, and combine sounds using the inter-related dimensions of music	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Musical Focus					

	beat, rhythm, melody, echo, call and response, tuned and untuned percussion	timbre, tempo, dynamics, pitch, classical music			

Spring				
		Unit 1 - Grandma Rap	Unit 2 - Orawa	Unit 3 - Trains
National Curriculum for Music				
Programme of Study	Pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Pupils play tuned and untuned instruments musically	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Pupils listen with concentration and understanding to a range of high-quality live and recorded music	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Pupils experiment with, create, select, and combine sounds using the inter-related dimensions of music	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Musical Focus				
	duration (crotchet, quavers, crotchet rest), unison, round		beat, rhythm, repetition, structure, 20th century classical music	create music, volume, dynamics (crescendo, diminuendo), tempo (accelerando, ritruto)

Summer				
		Unit 1 - Swing-a-long	Unit 2 - Charlie Chaplin	Unit 3 - Tanczmy labada
National Curriculum for Music				
Programme of Study	Pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Pupils play tuned and untuned instruments musically	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Pupils listen with concentration and understanding to a range of high-quality live and recorded music	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
	Pupils experiment with, create, select, and combine sounds using the inter-related dimensions of music	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Musical Focus				
	2 and 3 time, beat, beat groupings, 20th century classical music		create music, pitch (high, low), duration (long, short), dynamics/volume (loud and soft)	singing games, traditional Polish dances, follow a changing beat and tempo, playing a percussion accompaniment, body percussion patterns



Intent: Year 3



XP.
TRUST

Autumn		
		Unit 1 - I've Been to Harlem
National Curriculum for Music		
Programme of Study	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	<input checked="" type="checkbox"/>
	Improvise and compose music for a range of purposes using the inter-related dimensions of music	<input checked="" type="checkbox"/>
	Listen with attention to detail and recall sounds with increasing aural memory	<input checked="" type="checkbox"/>
	Use and understand staff and other musical notations	<input checked="" type="checkbox"/>
	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	<input checked="" type="checkbox"/>
	Develop an understanding of the history of music	<input type="checkbox"/>
	Musical Focus	
		pitch shape, ostinato, round, pentatonic, call and response

Spring		
		Unit 1 - Latin Dance
National Curriculum for Music		
Programme of Study	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	<input checked="" type="checkbox"/>
	Improvise and compose music for a range of purposes using the inter-related dimensions of music	<input checked="" type="checkbox"/>
	Listen with attention to detail and recall sounds with increasing aural memory	<input checked="" type="checkbox"/>
	Use and understand staff and other musical notations	<input checked="" type="checkbox"/>
	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	<input checked="" type="checkbox"/>
	Develop an understanding of the history of music	<input checked="" type="checkbox"/>
	Musical Focus	
		salsa, beat, clave rhythm, timbre, chords, rhythm pattern

Summer		
		Unit 1 - Fly with the Stars
National Curriculum for Music		
Programme of Study	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	<input type="checkbox"/>
	Improvise and compose music for a range of purposes using the inter-related dimensions of music	<input checked="" type="checkbox"/>
	Listen with attention to detail and recall sounds with increasing aural memory	<input checked="" type="checkbox"/>
	Use and understand staff and other musical notations	<input checked="" type="checkbox"/>
	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	<input type="checkbox"/>
	Develop an understanding of the history of music	<input type="checkbox"/>
	Musical Focus	
		pitch (notes CDE) durations (crotchet, quaver, semiquaver, crotchet rest) rhythm patterns, structure, minimalism, score, dot notation

Intent: Year 4



XP.
TRUST

Autumn			
	Unit 1 - The Pink Panther Theme	Unit 2 - Composing with Colour	
National Curriculum for Music			
Programme of Study	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	<input type="checkbox"/>	<input type="checkbox"/>
	Improvise and compose music for a range of purposes using the inter-related dimensions of music	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Listen with attention to detail and recall sounds with increasing aural memory	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Use and understand staff and other musical notations	<input type="checkbox"/>	<input type="checkbox"/>
	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Develop an understanding of the history of music	<input type="checkbox"/>	<input type="checkbox"/>
	Musical Focus		
	timbre, tempo, rhythm, dynamics, atmosphere, music from a film	create music inspired by colour and art, composing using a non-musical stimulus, timbre, dynamics, rhythm, texture, suite, graphic score	

Spring		
	Unit 1 - The Doot Doot Song	
National Curriculum for Music		
Programme of Study	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	<input checked="" type="checkbox"/>
	Improvise and compose music for a range of purposes using the inter-related dimensions of music	<input checked="" type="checkbox"/>
	Listen with attention to detail and recall sounds with increasing aural memory	<input checked="" type="checkbox"/>
	Use and understand staff and other musical notations	<input checked="" type="checkbox"/>
	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	<input checked="" type="checkbox"/>
	Develop an understanding of the history of music	<input checked="" type="checkbox"/>
	Musical Focus	
	chords (A minor, C and F major), acoustic guitar style, song structure, relaxed swing feel, 2 bar phrases	

Summer			
	Unit 1 - Global pentatonics	Unit 2 - The horse in motion	
National Curriculum for Music			
Programme of Study	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	<input checked="" type="checkbox"/>	<input type="checkbox"/>
	Improvise and compose music for a range of purposes using the inter-related dimensions of music	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Listen with attention to detail and recall sounds with increasing aural memory	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Use and understand staff and other musical notations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Develop an understanding of the history of music	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Musical Focus		
	pentatonic scale, different music, traditions and cultures, graphic / dot notation	create music inspired by one of the first ever motion pictures showing the movement of a horse, composing to a moving image, graphic score, orchestration, ostinatos, dynamics	



Intent: Year 5



XP.
TRUST

Year 5 - Guitars via Doncaster Music Service

National Curriculum for Music

Programme of Study	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	<input checked="" type="checkbox"/>
	Improvise and compose music for a range of purposes using the inter-related dimensions of music	<input checked="" type="checkbox"/>
	Listen with attention to detail and recall sounds with increasing aural memory	<input checked="" type="checkbox"/>
	Use and understand staff and other musical notations	<input checked="" type="checkbox"/>
	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	<input checked="" type="checkbox"/>
	Develop an understanding of the history of music	<input checked="" type="checkbox"/>



Intent: Year 6



Autumn	
	Unit 1 - Hey, Mr Miller
National Curriculum for Music	
Programme of Study	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression <input checked="" type="checkbox"/></p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music <input checked="" type="checkbox"/></p> <p>Listen with attention to detail and recall sounds with increasing aural memory <input checked="" type="checkbox"/></p> <p>Use and understand staff and other musical notations <input checked="" type="checkbox"/></p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians <input checked="" type="checkbox"/></p> <p>Develop an understanding of the history of music <input checked="" type="checkbox"/></p>
Musical Focus	
	timbre, beat, pitch contour, swing music, syncopation, swing rhythm, big band instruments, scat singing, social and historical context (WWII, segregation)

Spring		
	Unit 1 - You To Me Are Everything	Unit 2 - Twinkle Variations
National Curriculum for Music		
Programme of Study	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression <input checked="" type="checkbox"/></p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music <input type="checkbox"/></p> <p>Listen with attention to detail and recall sounds with increasing aural memory <input checked="" type="checkbox"/></p> <p>Use and understand staff and other musical notations <input type="checkbox"/></p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians <input checked="" type="checkbox"/></p> <p>Develop an understanding of the history of music <input checked="" type="checkbox"/></p>	<p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p>
Musical Focus		
	1970s soul music, comparing cover versions	Use Twinkle Twinkle as a composing tool., theme and variations form, passacaglia, improvisation

Summer		
	Unit 1 - Race!	Unit 2 - Exploring Identity Through Song
National Curriculum for Music		
Programme of Study	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression <input checked="" type="checkbox"/></p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music <input checked="" type="checkbox"/></p> <p>Listen with attention to detail and recall sounds with increasing aural memory <input checked="" type="checkbox"/></p> <p>Use and understand staff and other musical notations <input checked="" type="checkbox"/></p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians <input checked="" type="checkbox"/></p> <p>Develop an understanding of the history of music <input checked="" type="checkbox"/></p>	<p><input checked="" type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input type="checkbox"/></p> <p><input checked="" type="checkbox"/></p> <p><input checked="" type="checkbox"/></p>
Musical Focus		
	create music, composing an extended melody and accompaniment	vocal range, voice change, vocal technique, lyrics (internal rhymes), anthems

Implementation:



How is music taught across the school at Carcroft?

Music will be delivered across the school using the online music scheme - Sing Up.

Sing Up Music provides primary schools with the foundation to deliver a creative programme of high-quality classroom music activity. Designed and written by subject specialists, it sets out the skills, knowledge, and understanding to be gained by all pupils at each stage of learning, including the Early Years Foundation Stage.

Sing Up's music curriculum, with a scheme of work for each year group from Nursery to Year 6, represents a complete and progressive library of resources that meets the requirements of the [Statutory Framework for the Early Years Foundation Stage](#) (Expressive Arts), the [National Curriculum for Music](#), and suggested approaches of the [Model Music Curriculum](#) (Singing, Listening, Composing, Performance/Instrumental Performance).

Covering a broad and diverse range of repertoire, approaches, and musical traditions, Sing Up Music supports a fully-integrated approach to musical development, connecting the interrelated strands of singing, playing, improvising, composing, listening, and appraising. - [Sing Up Implementation Guide](#).

This scheme further supports Ofsted's statement "We will not always know the learning outcomes" so segregated learning objectives at the start of each lesson are not appropriate. Instead the 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.

Implementation:



How is music organised at Carcroft?

In EYFS, pupils receive a 20 minute lesson weekly, as well as an opportunity to engage in musical activities throughout continuous provision.

In Key Stage 1, pupils receive 60 minutes of music teaching weekly.

In Key Stage 2 (Year 3, 4 and 6) receive 60 minutes of music teaching every other week. Year 5 receive 60 minutes of guitar tuition weekly.

Children are given the opportunity to perform in small group situations within the classroom as well as in front of an audience as part of a Christmas performance.

Children in certain year groups will be able to learn a musical instrument either taught by the music lead or a specialised music teacher from the Doncaster Music Service. All children will have the opportunity to learn a musical instrument during their time at Carcroft.

The children will also be given the opportunity to sing in many different capacities throughout their time at Carcroft, including at a lunch time choir club for Key Stage 2. The choir members will be given the chance to participate in a Young Voices concert at Sheffield Utilita Arena shortly after Christmas, as well as Sing Out at Doncaster Dome.

Implementation:



How is music planned at Carcroft?

Music will be taught by the music lead (EYFS, Key Stage 1, and Key Stage 2 excluding Year 5). Year 5 pupils will be taught by a specialist music teacher from Doncaster Music Service. The music lead uses the planning and resources provided by Sing Up and will use this as a basis to plan lessons from, making amendments and tweaks as appropriate using pre-existing knowledge of the pupils and their previous understanding.

What does music look like in the classroom?

Each unit of work is based around a song and will include activities that touch upon the following:

- Warm ups: the importance of warming up vocally and physically is reiterated to children throughout their time at Carcroft.
- Games: this gives the children a chance to further understand the interrelated dimensions of music and apply this in a fun way
- Singing: this is the golden thread woven into every music lesson
- Playing: a variety of both tuned and untuned percussion instruments and an introduction to scores and musical notation
- Improvising: using both voice and instrument to make a personal variation of the original song
- Composing: using instruments to create an adaptation or continuation of the original song



Love for music: Year 1



XP.
TRUST

We do lots of singing. We play instruments and that is exciting! We learn lots of different new songs -
Lincoln

Music is fun. I like the songs that we do. We sing and we play instruments -
Macey

We sing songs that have actions and we play instruments to the beat -
Jasper

I like playing the instruments. We sing songs and we do dances to them -
Lily-Rose



Love for music: Year 2



XP.
TRUST

We listen to music and work on it. We listen to other songs and talk about them. I like it when I get to sing, especially when I get all the words right! - Henley

I like music because I am very good at it - I am not too good at other stuff. We play songs on instruments and we sing - Kaison

We learn fun songs with rhymes and they have actions that we do when we are singing. We use glockenspiels to match notes to the song we have been learning - Alissia

I like playing our songs on the glockenspiels. It is fun and it sounds nice - Riley-Jay



Love for music: Year 3



XP.
TRUST

I like music because I can sing and use different instruments. We learn different songs and I am excited to learn other instruments - Shelby

I enjoy singing new songs and learning how to play the recorder. I have found it fun using the glockenspiels!
- Lydia

I like doing the recorder and singing. I am excited to learn the guitar in Year 5. Music keeps me calm - SJ



Love for music: Year 4



XP.
TRUST

Music is fun because I get to use instruments. I also get to listen to different pieces of music and talk about them. We are learning to play the recorder and I like learning the notes to make a piece of music - Tommy F

I like music because we get to sing. I have a good voice so I like to show this off. I also enjoy using instruments because I like to create a rhythm and perform this in front of the rest of my crew- Lylah

We get to use instruments in music and this is fun because we get to hear the different sounds that they make. We use those instruments to compose pieces in small groups - Heartley



Love for music: Year 5 (guitars)



XP.
TRUST

I really like playing certain chords. I have found it really exciting to learn a new instrument and I am excited to learn other instruments in the future - I would really like to learn how to play piano. I have enjoyed learning to play the guitar so much I have asked for one for Christmas so I can continue playing and learning at home - Taylor

I like that we look at lots of different songs to help us learn how to play the guitar. Some of them are songs we already know so it is fun - Thomas

I like how our teacher gives us time to have a go at playing chords in lots of different ways. We also sing at the same time, but that can be a little bit tricky. We build on it each week and remind ourselves of what we did the week before and then learn something new - David

I have a guitar at home. I had tried to learn it before but it was tricky but now I am learning it at school, I can play at home and it is much easier - Lilia



Love for music: Year 6



XP.
TRUST

I really like that everyone joins in our music lessons, it feels nice that we are all doing the same thing together. We are able to sing and have been doing different versions of songs. I like everything about music - Kaleb

In our music lessons, we look at ways to warm up our voices. We also discuss pieces of music as well as singing songs. I enjoy music and singing is my favourite part of the lesson - Lydia B

Love for music: Additional opportunities (Young Voices)



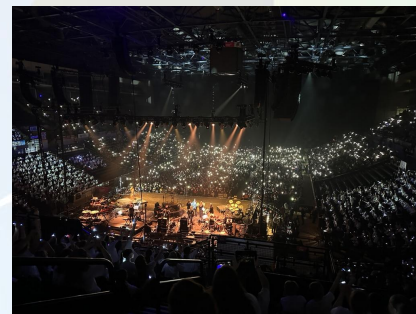
XP.
TRUST

I love singing! We get to sing with other people and it is exciting going to the arena and performing - Taylor



I like the type of songs we sing. It is my first time going to Young Voices and I am excited to perform in the arena. I dance outside of school so I love performing - Lydia

I like that there are a lot of different children from across school that join in with Young Voices. It is nice to work with different children. It gives us a chance to make new friends. I like that we are coached through all of the songs by Miss McGlone and when we go to the arena it feels like we are part of something special - Lydia B



Impact:



XP.
TRUST

Across the school, the overall attitude towards music is extremely positive. Children are enthusiastic when talking about the subject and are able to confidently talk through lessons.

There is a clear love for the subject and it is apparent that a vast majority of the children enjoy the way lessons are structured. They enjoy the element of singing and find that this helps them with other skills needed within a music lesson. Pupils said that they like that lessons are practical and involves them being able to have a go. They also like that it does not involve lots of writing. A number of children expressed interest in learning other instruments based on their experiences of music lessons at school.

Pupils also mentioned that they would like to do regular performances throughout the year, in addition to the Christmas performances that are already in place. Some pupils said that they would like to watch performances either in or out of school and it would be good if people could come in and perform songs using different musical instruments so they could see a band or orchestra all playing together.



Vocabulary: EYFS

Autumn Term		Spring Term				Summer Term			
I've Got a Grumpy Face	The Sorcerer's Apprentice	Bird Spotting	Shake My Sillies Out	Up and Down	Five Fine Bumble Bees	Down there under the sea	It's oh so quiet	Slap clap clap	Bow, bow, bow, Belinda
Pitch: shape (contour), high, low	Duration: long, short	Duration: beat	Duration: syncopation, rests	Dynamics: louder, quieter	Duration: dotted rhythms, rest	Dynamics: getting louder, getting quicker	Dynamics: forte (loud), piano (quiet), crescendo (getting louder), diminuenda (getting quieter)	Duration: longer/shorter sound, waltz time (3/4 time)	Duration: dotted notes, rhythm
Structure: call and response	Dynamics: louder, quieter	Timbre: vocal play to explore sounds the voice can make, cuckoo, whistle, orchestra	Dynamics: louder, quieter	Pitch: up, down, higher, lower, melody, interval, stepping notes, scale	Dynamics: loud, quiet, louder, quieter	Pitch: stepping note, leap, notes C-D-E, higher, lower		Timbre: ring, shake, scrape, tap, strike, drum, body percussion	Pitch: higher, lower
Tempo: beat	Pitch: higher, lower	Pitch: cuckoo interval, so-mi	Pitch: higher sounds, lower sounds	Tempo: pulse, beat, faster, slower	Pitch: stepping notes, jumping notes	Structure: call and response			Structure: phrase
Timbre: hard, soft, scratchy, smooth	Tempo: faster, slower	Structure: echo singing	Structure: verse, chorus	Timbre: glockenspiel, chime bars, xylophone	Tempo: fast, slow, faster, slower	Tempo: getting slower, getting faster			Tempo: steady beat
Other: words to describe emotions and feelings (angry, sad, happy, excited, silly etc)	Timbre: percussion instruments		Tempo: faster, getting faster, slower, getting slower		Timbre: quality of voice (e.g. squeaky, jerky, swishy)		Timbre: shaker, scraper, chime tree, chime bars, glockenspiel, xylophone, ocean drum, rain stick		Other: percussion instruments, tuned (with notes), untuned (without notes)
	Other: storytelling, Classical music, composer, orchestra		Timbre: quality of sounds (e.g. squeaky, booming)		Other: soundscape		Other: soundscape		

Vocabulary: Year 1



XP.
TRUST

Autumn Term		Spring Term			Summer Term		
The menu song	Colonel Hathi's march	Football	Sea interludes	Musical conversations	Nautilus	Cat and mouse	Come dance with me
Duration: rhythm, rest, march on the beat	Duration: march rhythm	Duration: beat, rhythm, rest	Pitch: high sounds, low sounds, musical theme	Structure: question and answer	Pitch: how high or low a note is	Duration: rhythm, beat	Duration: beat, rhythm
Structure: echo, call and response, cumulative	Pitch: low and high - low voices (adult elephants), high voice (the young elephant), low instruments, high instruments	Pitch: mi re do (notes E-D-C), untuned and tuned instruments, unpitched and pitched patterns	Tempo: beat (a continuous, steady pulse that occurs in songs and rhymes and music), pulse	Timbre: percussion instruments (tuned, untuned)	Tempo: beat - a continuous steady pulse that occurs in music, compared to a ticking clock or a pumping heart	Dynamics: loud and quiet, gradual and sudden changes	Pitch: stepping notes A-G-F, tuned and untuned percussion
Tempo: beat	Tempo: beat (pulse)	Structure: ostinato (repeating pattern), echo, call and response	Timbre: flute, harp, violin, viola, clarinet, orchestra	Other: improvise, compose, graphic symbol, graphic score	Duration: the length of a sound, often counted in beats. 4-beat note would be counted 1, 2, 3, 4	Pitch: high and low sounds and the notes in a tune	Structure: call and response, verse, chorus
Timbre/texture: walking bass	Timbre: low instruments (tuba) high instruments (glockenspiel, flute/piccolo), drum, military band	Tempo: steady beat	Other: perform, record and movement piece			Timbre: the quality of a vocal or instrument sound	Texture: solo
						Other: improvising - experimenting within a structure	



Vocabulary: Year 2



XP
TRUST

Autumn Term		Spring Term			Summer Term		
Tony Chestnut	Carnival of the animals	Grandma Rap	Orawa	Trains	Swing-a-long	Charlie Chaplin	Tanczmy labada
Pitch: cuckoo call, interval (minor 3rd), melody	Aquarium - Timbre: string, piano, glockenspiel Pitch: high. Rhythm: long/short notes. Articulation: sliding (glissando), smooth (legato). Character: flowing, wavy, smooth	Duration: beat, duration actions 'walk' (crotchet), 'jogging' (quavers), and 'shh' (crotchet rest), rhythm	Tempo: beat, pulse	Duration: the length of a note	Tempo: beat - a continuous steady pulse that occurs in music, compared to a ticking clock or a pumping heart	Duration: the length of a note, described as short and long	Duration: beat, 4 beats per bar
Structure: echo, call and response	Fossils - Timbre: xylophone, strings, piano, clarinet Pitch: high. Rhythm: long/short notes. Tempo: fast. Articulation: short detached notes (staccato). Character: brittle, jerky	Pitch: pitch shape	Timbre: chant	Dynamics: volume, crescendo (gradually getting louder), diminuendo (gradually getting quieter)	Metre: beats are commonly grouped into regular patterns (usually in 2s, 3s, or 4s). The first beat of each pattern is often accented and is known as the 'strong beat'. For example, a 3-time waltz will have a swinging 1,2,3, 1,2,3 feel while a march in 4-time will have you counting 1 2 3 4 1 2 3 4	Pitch: notes are described as being 'high' or 'low' pitched	Pitch: notes F, C, G and A

Tempo: beat, steady beat	The swan - Timbre: cello, strings, glockenspiel Pitch: low and high. Rhythm: long/short notes. Tempo: slow Articulation: smooth (legato). Character: elegant, graceful, relaxing	Structure: 4-beat rhythm	Structure: coda (Italian meaning 'tail' - a fancy ending), repetition, call and response	Tempo: speed, accelerando (gradually getting faster), ritenuto (gradually getting slower)	you counting 1,2,3,4,1,2,3,4 as you walk along	Rhythm: is made up of patterns of different length notes. In this unit, the children will step several rhythmic patterns in their feet. These movements include 'walk' (crotchet), jog-ging (two quavers) and 'skip-ty' (dotted)	Dynamics: the volume of a piece piano (p.soft), forte (f. loud)	Texture: accompaniment
Timbre: tuned (has notes) and untuned percussion instruments (does not have notes)	The elephant - Timbre: piano, double bass Pitch: low. Rhythm: long/short notes. Tempo: slow. Articulation: short notes (staccato), smooth (legato). Character: heavy, plodding, resonant	Tempo: steady beat	Other: transforming an idea	Other: conductor - the person who signals to musicians and often decides the tempo of a piece as well as when it starts and stops			Other: compose, soundtrack, Silent film	Timbre: tuned percussion (chime bars, glockenspiel, xylophone), untuned percussion (claves, woodblocks, drums)
Other: diction, improvise	Aviary - Timbre: flute, piano Pitch: high. Rhythm: long/short notes. Tempo: fast Articulation: short notes (staccato) smooth (legato). Character: twitchy, fluttering, swooning	Texture: round						

Vocabulary: Year 3



XP.
TRUST

Autumn Term	Spring Term	Summer Term
I've Been to Harlem	Latin Dance	Fly with the Stars
Pitch: pentatonic scale, note clusters, chords	Duration: beat, syncopation, 4 beats in a bar, rhythm pattern	Duration: beat/pulse, crotchet (walk), quavers (jogging), crotchet rest (shh), 4/4 bar (4 beats), rhythm
Structure: ostinato, echo, phrase, call and response	Pitch: melody, chords	Pitch: chords (A minor/Am, C major/C), drone
Tempo: beat	Structure: song (verse, chorus, instrumental), call and response	Structure: intro, verse, chorus, call and response, chord pattern
Texture: unison, round, accompaniment	Texture: accompaniment	Timbre: drums, shakers, tuned percussion
Other: improvise, compose, ensemble	Timbre: piano, drums, bass, guitar, claves, timbale, trumpet, conga, bongos	
	Style: Latin, salsa	
	Other: Latin America	



Vocabulary: Year 4



XP.
TRUST

Autumn Term		Spring Term	Summer Term	
The Pink Panther	Composing with Colour	The Doot Doot Song	Global Pentatonics	The Horse in Motion
Duration: short notes, detached notes (staccato)	Timbre: the specific quality of each sound	Duration: beat, pulse, 4-beats, 8-beats	Pitch: pentatonic, scale, melody, phrase, shape, ascending, descending, drone, raga, pitch matching	Structure: ostinato (a repeating, often rhythmic, pattern)
Dynamics: quiet, loud, quieter, louder	Dynamics: volume, loud and quiet	Pitch: chords (Am, F, C), melody, part	Timbre: electric and traditional instruments from a range of countries including: dholak, tabla, sitar, tanpura, santoor, guzheng, electric guitar and mandolin, bass guitar, krar, masinko, percussion	Dynamics: volume, louds and softs
Pitch: stepping notes, close together notes	Rhythm: a pattern of notes with different durations	Structure: intro, verse, chorus, middle 8, 2-bar phrases	Texture: solo, accompaniment	Other: orchestration (the art of choosing which instruments should play which ideas), graphic score (a visual representation of music)
				Timbre: instruments in the piece (piano, vibraphone, saxophone, snare drum played with brushes, closed hi-hat off the beat, strings, brass), smooth, detached, clashing, scraping, tinkling, dull, smooth, harsh, rough, glissando, twang, wobble board, tremolo, pluck, strum, mute, dampen
				Texture: the way sounds are combined
				Timbre: tuned percussion, dampen the sound, acoustic guitar, piano, drums, bass guitar
				Other: character, words to describe the character (sneaking, spooky, frightening) words to describe mood (scary, sad, happy, spooky, exciting)
				Other: suite (a collection of short musical pieces played one after the other), graphic score (a visual representation of music), motif (a short musical idea)
				Style: acoustic pop, country, folk, pop

Other:
improvise (doodle), patsch (body percussion such as slapping the knees or thighs)



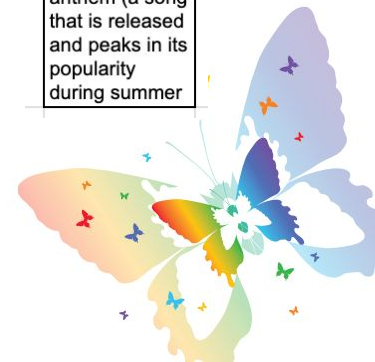
Vocabulary: Year 6



XP.
TRUST

Autumn Term	Spring Term		Summer Term	
Hey, Mr Miller	You To Me Are Everything	Twinkle Variations	Race!	Exploring Identity Through Song
Duration: beat, pulse, count-in, swing, swung rhythm, syncopation Pitch: arpeggio, chromatic, C major scale	Duration: syncopation Pitch: major scale, modulation, key change	Dynamics: volume, louds, softs Structure: passacaglia (an ancient musical form featuring a repeating bassline with different events placed on top. Also known as Chaconne), theme and variations (a musical form made up of one theme and many variations (versions) or that theme)	Duration: steady beat (like a ticking clock), rhythm Pitch: motif, harmony (two or more notes sounded at the same time)	Style: Pop, R&B, hip hop Timbre: high voices (high register), low voices (low register)
Structure: question and answer	Tempo: beats per minute (bpm), faster, slower	Tempo: the speed of a piece of music	Structure: ostinato (a repeating pattern)	Structure: intro, verse, chorus, outro, instrumental, backing vocals

Texture: layers		Timbre: bass guitar, electric guitar, violins, drum kit, lead and backing vocals, singers, keyboard (Fender Rhodes)	Other: score (a visual representation of music), orchestrate (choose which instruments play which parts of a music composition), improvise (music that is made up instantly with no prior preparation)		Texture: melody (or tune), accompaniment : the musical part which provides the support for the melody	Other: internal rhyme, voice change, anthem	Texture: vocal harmonies (parts that are sung alongside the main melody to make the texture thicker)
Timbre: rhythm section, brass section, woodwind section, scat singing (scatting)		Structure: verse, chorus, middle 8, hooks, riffs					Other: cover (a version of a song by a singer or band who did not originally perform the song), summer anthem (a song that is released and peaks in its popularity during summer)
Other: improvisation, big band, swing music		Style: disco, funk, soul, jazz-fusion, latin-jazz					



Aspirations for music at Carcroft



At Carcroft, we are always striving to provide the best opportunities for our pupils. We believe that we offer our pupils a broad and varied music curriculum but there are always opportunities for things to improve. However, these things take time, and we already have a range of ideas of things that we would like to eventually get up and running as part of our music provision.

- Children participating in a range of concerts throughout the year at school. An amalgamation of year groups, purpose and talent on show. Children to have a real sense of ownership - designing the posters and tickets, organising costumes, lighting etc. Parents to be invited. (Fundraising for opportunities to go to live performances, Young Voices banner, local charities - making links within the community)
- Christmas Carols. Children singing Christmas Carols at the front of school, offering hot chocolates and biscuits to parents and other members of the community.
- Trust wide performances at XP, link to their secondary music provision?
- Trips to the theatre and local music performances, having live performances in school - link to Personal Development
- More accurate assessment documents (evidence base)/opportunities explored and implemented
- Investment into musical instruments
- Staff CPD
- Small group teaching for instruments for those children who wish to continue after whole=class ensemble lessons
- Music funding schemes
- Dedicated space for music teaching/place with sole purpose to store instruments safely

