



# Great Rollright Music Curriculum




| Good Shepherd as a learner  | Good Shepherd as a friend  | Good Shepherd as a guide  | Good Shepherd as a protector  | Good Shepherd as a cultivator  |
|---|--|---|---|--|
| <ul style="list-style-type: none"> <li>- deep understanding</li> <li>- exciting and broad</li> <li>- needs and interests</li> </ul> | <ul style="list-style-type: none"> <li>- love and care</li> <li>- respect</li> <li>- celebrates diversity</li> </ul> | <ul style="list-style-type: none"> <li>- moral compass</li> <li>- role model</li> <li>- success and resilience</li> </ul> | <ul style="list-style-type: none"> <li>- sustainable future</li> <li>- appreciate the planet</li> <li>- embrace responsibility</li> </ul> | <ul style="list-style-type: none"> <li>- courage and perseverance</li> <li>- growth mindset</li> <li>- achieve their best</li> </ul> |

## Rosenshine's Principles of Instruction

| Daily Review   | New Learning in Small Steps   | Asking Questions   | Providing Models   | Guide Student Practice   |
|--|---|--|--|--|
| Recap prior knowledge to strengthen connections of materials learned, and free working memory. | Present new material in small steps and only proceed when it is mastered. | Successful teachers employ lecturing, demonstrating and questioning – to determine how well material has been learned. | Modelling, worked examples and teacher thinking help clarify the steps involved.                                 | Time is built in to rephrase, elaborate and summarise new material to enable pupils to store it in their long-term memory.                     |
| Check Student Understanding  | Obtain High Success Rate  | Scaffolds for Difficult Tasks  | Independent Practice   | Weekly and Monthly Review  |
| Continued exploration of pupils understanding, even if there aren't any questions.             | A success rate of 80% indicates learning as well as challenge.            | Scaffolds are a temporary support and may take the form of modelling, teacher thinking aloud, cue cards, checklists.   | Independent practice produces 'over learning' a necessary process for new material to be recalled automatically. | The effort involved in recalling newly learned material embeds it in the long-term memory. The more this happens the easier it is to build on. |

| Intent  | Implementation   | Impact  |
|---|--|---|
| <p>In line with the National Curriculum, all children at Great Rollright will perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great classical composers and modern musicians. Pupils will also 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, and use technology appropriately. Pupils will understand and explore how music is created, produced and performed, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. An important element of our pupils' music education is the use of trips and visitors to broaden knowledge and widen personal experience.</p> | <p>At Great Rollright, we provide opportunities for children to take part in a wide range of musical activities and performances where they are encouraged to sing, compose and work creatively with sound. We follow Charanga Music School schemes to help us work towards the National Curriculum aims in providing a rich and varied music curriculum.</p> <p>The Charanga scheme of work is used from EYFS to Year 4 to ensure a wide exposure to different genres of music and range of vocabulary, with lots of practical opportunities to explore and develop as musicians.</p> <p>In EYFS, alongside following Charanga, the children work towards meeting the ELG in their continuous outdoor provision. In LKS2, Charanga is followed, with great emphasis on learning the recorder in alternate years. UKS2 receive specialist music teaching and learn to play instruments in the brass family.</p> <p>Across the school, music is also an important part of the annual productions (which showcase singing, solo performances and instrumental performance), assemblies and church services. Additionally, every two years our older pupils take part in Young Voices where school choirs across the Midlands region come together to perform at the Genting Arena in Birmingham.</p> | <p><b>Formative assessment</b> – teachers' knowledge and understanding of pupils means that the main method of curriculum assessment we employ is formative assessment.</p> <p><b>Retrieval practice</b> – completed regularly and often repeated to ensure understanding of concepts and that learning is stored in the long-term memory.</p> <p><b>Pupil behaviour</b> – children will show that they are enjoying learning music and that work has been pitched appropriately through their behaviour and attitudes during lessons.</p> <p><b>Summative assessment</b> - Progress is measured against objectives set by the teacher that term and recorded on an assessment grid which is subsequently analysed.</p> |

# Music Long Term Plan

|  | Year A  |  |   |  |   | Year B  |  |   |  |   |
|---|---|--|---|--|---|---|--|---|--|---|
|   | Term 1  | Term 2   | Term 3  | Term 4   | Term 5/6  | Term 1  | Term 2   | Term 3  | Term 4   | Term 5/6  |
| <b>Reception</b>  | Me! Autumn Unit 1 Charanga                                      | My Stories Autumn Unit 2 Charanga  | Everyone Spring Unit 1 Charanga   | Our World Spring Unit 2 Charanga                                 | Bug Bear Funk/ Reflect, rewind and replay Summer Unit 1/2 Charanga  | Me! Autumn Unit 1 Charanga                                      | My Stories Autumn Unit 2 Charanga  | Everyone Spring Unit 1 Charanga   | Our World Spring Unit 2 Charanga                                 | Bug Bear Funk/ Reflect, rewind and replay Summer Unit 1/2 Charanga  |
| <b>Year 1 and 2</b>   | Hey You! Autumn Unit 1 Charanga                                 | Ho Ho Ho Autumn Unit 2 Charanga  | In the Groove Spring Unit 1 Charanga  | Zoo time Spring Unit 2 Charanga                                  | Your Imagination / Reflect, rewind and replay Summer Unit 1/2 Charanga  | Hands, Feet, Heart Autumn Unit 1 Charanga                       | Rhythm in the way we walk/Banana Rap Autumn Unit 2 Charanga  | I wanna play in a band Spring Unit 1 Charanga   | Round and Round Spring Unit 2 Charanga                           | Your Imagination / Reflect, rewind and replay Summer Unit 1/2 Charanga  |
| <b>Year 3 and 4</b>   | Recorder Steps 1- 5 - Note B                                    | Recorder Steps 6,7,9,10 - Notes BA   | Abbie's Blues, Hot Cross Buns, Mary had a little lamb - Notes BAG   | Y4 Unit: Mamma Mia   | Stop Right There, Aquarium, Jingle Bells, 5 note Samba, Old MacDonald Notes BAGCDE Prepare to Perform – review songs from the year and prepare for a class performance to parents | Y3 Unit: Glockenspiel 1   | Y4 Unit: Glockenspiel 2  | Y3 Unit: 3 little birds   | Y4 Unit: Lean on Me  | Y4: Blackbird Y4 Unit: Stop   |
| <b>Year 5 and 6</b><br>Specialist Music Teacher from Oxfordshire CC.              | Instrumental Introduction Basic Sound Production Basic Notation | Football Rhythm, Rollright chant. <i>12 Bar Blues Jingle Bells</i> Chorus (using 5 notes C – G) <i>'Dr. Who Theme'</i> and <i>'VIP Boogie'</i> <i>'Drunken Sailor'</i> | Explore Dynamics using <i>'Aunt Rhody'</i><br><br>Develop understanding of how sound is produced generally and link specifically with the brass family. | <i>'Oh When the Saints'</i> Extend improvisation<br><br>Fanfares | Three part <i>'Oh When the Saints'</i> arrangement using triads (see term 2).<br><br>Lean on Me Drunken Sailor chord accompaniment and melody line.                               | Instrumental Introduction Basic Sound Production Basic Notation | Football Rhythm, Rollright chant. <i>12 Bar Blues Jingle Bells</i> Chorus (using 5 notes C – G) <i>'Dr. Who Theme'</i> and <i>'VIP Boogie'</i> <i>'Drunken Sailor'</i> | Explore Dynamics using <i>'Aunt Rhody'</i><br><br>Develop understanding of how sound is produced generally and link specifically with the brass family. | <i>'Oh When the Saints'</i> Extend improvisation<br><br>Fanfares | Three part <i>'Oh When the Saints'</i> arrangement using triads (see term 2).<br><br>Lean on Me Drunken Sailor chord accompaniment and melody line. |