

All teaching staff have received musical teaching training of the school's scheme of learning. A scheme of learning is provided for the school to follow to aid in a high quality and coherent curriculum taught across the school. The scheme also supports in planning, delivery, assessment and subject knowledge. The scheme was also chosen as it follows a diverse catalogue of genres by a variety of artists.

Years 3 and 4 have a Lewisham Music tutor to deliver whole class instrumental lessons (currently ukulele and samba drumming). See next page for curriculum

<i>Scheme of learning to follow by Charanga.</i>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1 <u>Feelings focus</u>	Summer 2
Reception	<u>Me</u> Learning to sing nursery rhymes and action songs.	<u>My stories</u> Learning to sing nursery rhymes and action songs.	<u>Everyone</u> Learning to sing nursery rhymes and action songs.	<u>Our world</u> Learning to sing nursery rhymes and action songs.	<u>Big bear funk (Funk)</u> Transition unit into KS1 learning.	<u>Reflect, Rewind and replay</u> Consolidating previous learnt skills.
Year 1	<u>Hey You</u> To learn about the differences between pulse, rhythm and pitch and to learn how to rap and enjoy it in its original form.	<u>Rhythm in the way we walk and Banana rap (Rap)</u> Consolidating previous learning/Christmas song learning and performing.	<u>In the groove</u> To learn about the different styles of music.	<u>Round and round</u> Consolidating pervious learning.	<u>Your imagination</u> Understanding pulse and rhythm to create and perform.	<u>Reflect, rewind and replay</u> Consolidating learnt skills.

Year 2	<u>Hands, feet and heart (South African)</u> To learn about the interrelated dimensions of music (rhythm, pulse and pitch) based on a focus song.	<u>Ho, ho, ho</u> Consolidating previous learning/Christmas song learning and performing.	<u>I wanna play in a band (Rock)</u> To learn to sing and perform as an ensemble.	<u>Zootime (Reggae)</u> To learn about the interrelated dimensions of music, singing and playing instruments.	<u>Friendship song</u> To recap learnt skills and focus on creating compositions to perform as an ensemble.	<u>Reflect, rewind and replay</u> Consolidating learnt skills.
Year 3	<u>Let your spirit fly(R&amp;B)</u> To learn about the interrelated dimensions of music (rhythm, pulse and pitch) based on a focus song.	<u>Glockenspiel stage 1</u> Introducing the language of music through the playing of the Glockenspiel. (some + may read notated music)	<u>The little birds (Reggae)</u> To learn an integrated approach to music where games, elements of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked based on a focus song.	<u>The dragon song</u> To work as an ensemble and create their own performance of the 'Dragon song'. Building upon previous skills learnt.	<u>Bringing us together (Disco)</u> To recap learnt skills and focus on creating compositions to perform as an ensemble.	<u>Reflect, rewind and replay</u> Consolidating learnt skills.

Year 4	<p><u>Mamma Mia (Pop)</u> To sing, play, improvise and compose with the well-known song Mamma Mia, children will also listen and appraise more ABBA hits.</p>	<p><u>Glockenspiel stage 2</u> Introducing the language of music through the playing of the Glockenspiel. (some + may read notated music)</p>	<p><u>Stop! (Rap)</u> To learn about the interrelated dimensions of music through games, singing and composing. Using the focus song/rap 'Stop!' which is about anti-bullying.</p>	<p><u>Lean on me (Soul/Gospel)</u> 'Active learners' in both teacher and child. Focus on showing learning through practise. A bigger focus on the musical learning and understanding from the child. "Music must be taught musically" To learn an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked.</p>	<p><u>Blackbird (Rock)</u> To sing, play, improvise and compose with the well-known song Blackbird, children will also listen and appraise more Beatles hits.</p>	<p><u>Reflect, rewind and replay</u> Consolidating learnt skills.</p>

Year 5	<p><u>Living on a prayer (Rock)</u> To learn an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other classic rock songs.</p>	<p><u>Classroom jazz 1</u> The learning is lighter due to Christmas production commitments. All the learning is focused around two tunes and improvising: Three Note Bossa and Five Note Swing.</p>	<p><u>Make you feel my love (pop ballad)</u> To learn an integrated approach to music where games, elements of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked based on a focus song. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other Pop Ballads.</p>	<p><u>The fresh prince of Bel-Air (Old school hip-hop)</u> 'Active learners' in both teacher and child. Focus on showing learning through practise. A bigger focus on the musical learning and understanding from the child. "Music must be taught musically" To learn an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked.</p>	<p>Dancing in street (1960's Motown) To sing, play, improvise and compose with the well-known song Blackbird, children will also listen and appraise more Motown. Dancing in the street – Martha And The Vandellas.</p>	<p><u>Reflect, rewind and replay</u> Consolidating learnt skills.</p>

Year 6	<p><u>Happy (Pop)</u> To learn an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other classic pop songs.</p>	<p><u>Classroom jazz 2</u> The learning is lighter due to Christmas production commitments. All the learning is focused around two tunes and improvising: Bacharach Anorak and Meet The Blues and Five Note Swing.</p>	<p><u>A new year carol (British folk song)</u> To learn an integrated approach to music where games, elements of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked based on a focus song. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other Benjamin Britten songs.</p>	<p><u>You've got a friend (soft rock and folk rock)</u> To learn an integrated approach to music where games, elements of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked based on a focus song. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other songs from Carol King and the same genres.</p>	<p><u>Music and Me</u> To learn the concept of 'identity' – the various elements that shape them. They will explore gender, with reference to social and cultural differences.  They will be invited to try out different ways of making their own music, while exploring the work of some of the most influential women in music over the last 100 years.  Four British female contemporary artists are featured and interviewed in the unit; all living in the UK, expressing themselves through music and with</p>	<p><u>Reflect, rewind and replay</u> Consolidating learnt skills.</p>

different cultural backgrounds:

Shiva Feshareki: A turntablist and composer of Iranian descent who works with orchestras.

Eska Mtungwazi: A London-born singer-songwriter and multi-instrumentalist, known professionally as Eska.

Afrodeutsche: A British-born Ghanaian/Russian/German composer, producer and DJ based in Manchester.

Anna Meredith: A composer and performer of electronic and acoustic music.

Recurring themes are discussed by the artists and built into the step-by-step lesson plans provided for discussion and use in your students' compositions if appropriate. Ultimately, your students will discover that music offers a perfect way of exploring and expressing our identity,

					giving them confidence, power and purpose!	
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**At Haseltine we believe in the power of music to enable us to: unify, communicate and immerse ourselves in such a diverse form of the curriculum.**

### **An integral part of culture, past and present**

It enables personal expression, reflection and emotional development. As an integral part of culture, past and present, it helps pupils understand themselves and relate to others, forging important links between their communities at home, school and the wider world. In their learning pupils' develops their ability to listen and appreciate a wide variety of music and to make informed judgements about musical quality. It encourages active involvement in different forms of amateur music-making, both individual and communal, thereby developing a sense of group identity and togetherness. Every half term Haseltine holds a musical showcase for KS1 and KS2 (*Reception to take part in summer term*) to embed the sense of community within the school, immerse the children in a shared performance with their peers and an opportunity to reflect on their own progress. It also increases self-discipline, creativity, aesthetic awareness, sensitivity and fulfilment. These skills, set the foundation for the children to be lifelong learners and apply this skill set across the curriculum.

### **Instrumental Lessons and Choirs**

We encourage children, especially those in KS2, to learn a musical instrument. Children are taught by qualified tutors in a range of instruments: guitar, ukulele, violin, cello, drums, recorder and clarinet and have the opportunity to hire an instrument. Children who are entitled to free school meals are able to do this without charge.

We have a KS2 choir and a range of instrumental ensembles. All our ensembles perform regularly both in school and at events organised by Lewisham Music Service. Our choir similar to the ensembles perform in and out school at events organised by the music lead. Our music clubs are free of charge to everyone.