

Subject: Music

Curriculum Value and Character Drivers

	Strive Enthusiasm, perseverance and resilience	Harmony Empathy, understanding and tolerance	Inspire Responsibility, integrity, respect	Nurture Healthy bodies, minds and relationships	Excel Ambition, creativity and knowledge	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Me!	My Stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind and Replay
Year 1	Hey You!	Rhythm In The Way We Walk and Banana Rap	In The Groove	Round and Round	Recorder Unit	Your Imagination
Year 2	Hands, Feet, Heart	Ho Ho Ho	I Wanna Play In A Band	Recorder Unit	Zootime	Friendship Song
Year 3	Let Your Spirit Fly	Glockenspiel Stage 1	Three Little Birds	The Dragon Song	Recorder Unit	Bringing Us Together
Year 4	Mamma Mia	Glockenspiel Stage 2	Stop!	Recorder Unit	Blackbird	Ukulele Unit*
Year 5	Livin' On A Prayer	Classroom Jazz 1	Make You Feel My Love	The Fresh Prince of Bel Air	Recorder Unit	Dancing In The Street
Year 6	Happy	Classroom Jazz 2	Macbeth	Recorder Unit	Music And Me	You've Got A Friend

Moral - Ability to recognise integrity (the difference between right and wrong) and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England.

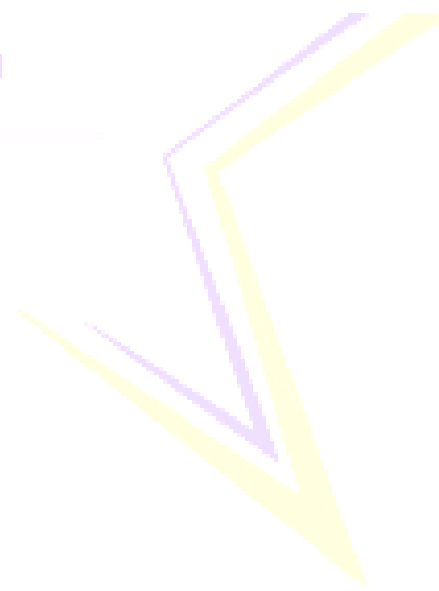
Spiritual Development - Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life. Knowledge of, and respect for, different people's faiths, feelings and values.

Cultural – The essential knowledge pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement (music, art, poetry etc.).

Social – Ability to use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds. Demonstrate a willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively.

Character – a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others.

UNITED
ACADEMIES



Value	KS1 Example	KS2 Example
Strive	Children are encouraged to beat their own personal best by attempting musical challenges of varying stages of difficulty eg bronze, silver and gold.	Children will strive to become familiar with all genres of music from R&B to classical, Opera to Pop.
Harmony	The children work in harmony to perform a piece of music together using a variety of instruments and appreciating how instruments and voices all work together.	Children will understand how two or more notes can be played together to create a harmony part. They will understand the terms harmony and melody and appreciate how both parts work together.
Inspire	Create our own sounds (improvisation and composition with voices and/or instruments) based on feelings of inspirations whilst listening and appraising music.	Many artists take inspiration from previous artists or musical genres. Eg: Pharrell Williams "Happy" was inspired by Curtis Mayfield and has a soul feel to it.
Nurture	Music can be used to portray feelings and helps to nurture others as well as ourselves. Eg "Hands, Feet and Heart" explores how music is within us.	Focus on how certain genres of music can be used to heal people's souls and feelings and carry messages of love. Eg Carole King's "You've Got a Friend" nurtures friendship and Bob Marley's "Three Little Birds" nurtures mental health and wellbeing.
Excel	Throughout all units, pupils are encouraged to excel beyond their expectations; in the unit, "Your Imagination" there are no limits to what pupils are able to create, compose and perform.	Music and Me focuses on how inspirational women excel whilst working in music, and part of Brighter Sound's pioneering gender equality initiative Both Sides Now.