



MANLEY PARK

PRIMARY SCHOOL

G R O W I N G T O G E T H E R

VISION

Manley Park: we all belong.

Together, we are committed to all learners being inspired to achieve academic success. We provide learning experiences that are relevant, motivational and challenging. Our curriculum and collaborative learning approaches nurture individual personal growth. Pupils become socially responsible citizens of our community and the world.

CURRICULUM INTENT

Intention one: Our learners will achieve excellent and sustained academic progress.

Intention two: Our learners will develop effective lifelong learning behaviours.

Intention three: Our learners will be supported to think critically and creatively.

Intention four: Our learners will become well informed and responsible citizens.

Music Whole School Overview

EYFS

El values	Be respectful	Be understanding	Be compassionate	Be responsible	Be patient	Be positive
EYFS Theme	All About Us (Diversity)	Celebrations and Festivals (Values and Perception)	Friendship and Fairness (Social Justice)	Caring for our Environment (Sustainable development)	People who Help Us (Interdependence)	Changes (Aspirations)
Nursery LQ	What Makes Me Special?	What Are Special Times for Me and My Family?	What Makes a Good Friend?	What is the Environment?	Who Helps Us?	How Have I Changed?
Ongoing Nursery	<ul style="list-style-type: none"> Remember and sing entire songs. Listen with increased attention to sounds. Play instruments with increasing control to express their feelings and ideas. 					
Termly Objectives Breakdown Nursery	Listen with increased attention to sounds.	Remember and sing entire songs. Listen with increased attention to sounds. Play instruments with increasing control to express their feelings and ideas.		Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.	Respond to what they have heard, expressing their thoughts and feelings.	Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas.
Reception LQ	How Are We All Different?	Why Do We Celebrate?	How Can I Be Fair?	How do I Look After the Environment?	How Do People Help Us?	Do I Notice How Things Have Changed?
Ongoing Reception	<ul style="list-style-type: none"> Sing in a group or on their own, increasingly matching the pitch and following the melody. 					
Termly Objectives	Sing in a group or on their own, increasingly matching the pitch and following the melody.	Watch and talk about dance and performance art,	Sing in a group or on their own, increasingly matching the pitch and	Explore and engage in music making and dance, performing	Explore and engage in music making and dance,	Listen attentively, move to and talk about music, expressing

Breakdown Reception	Explore and engage in music making and dance, performing solo or in groups.	expressing their feelings and responses. Listen attentively, move to and talk about music, expressing their feelings and responses.	following the melody. Listen attentively, move to and talk about music, expressing their feelings and responses.	solo or in groups.	performing solo or in groups.	their feelings and responses.
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KS1/2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EI values	Be respectful	Be understanding	Be compassionate	Be responsible	Be patient	Be positive
Whole School Theme	Diversity	Values & Perceptions	Social Justice	Sustainable Development	Interdependence	Aspirations
KS1 KQ	Can I recognise the beauty of different people and places?	Can I understand that people have different values?	Do I understand and value fairness?	Do I understand the origins of what I have?	Who do I depend on and who depends on me?	Who should we admire?
Year 1	<p>Class Band</p> <p>Key Listening: Schubert - Marche Militaire</p> <p>Vivaldi - Autumn</p>	<p>Pulse and Rhythm</p> <p>(listening link with remembrance day - March. Listening link with friendship values (EI question))</p> <p>Key Listening: Mozart - Rondo alla Turca Randy Newman - You've got a friend in me Justin Timberlake - Can't stop the feeling</p>	<p>Weather/Chinese New Year</p> <p>(link with ongoing Geography unit)</p> <p>Key Listening: Johann Strauss - Thunder and Lightning Polka</p>	<p>Sound detectives</p> <p>(link with learning about 'Home' and EI question)</p> <p>Key listening: Kerry Andrew - No Place Like</p>	<p>Finlandia</p> <p>(link with learning about 'Our Country')</p> <p>Key Listening: Jean Sibelius - Finlandia</p>	<p>Traditional Tales</p> <p>(link with EI question)</p> <p>Key Listening: Pyotr Illyich Tchaikovsky - Sleeping Beauty Waltz</p>
Year 2	<p>Lark Ascending</p> <p>(composition could link with bird/animal based on habitats studied in Science)</p>	<p>Toys</p> <p>(link with mechanics in D&T)</p> <p>Key Listening: Ravel - Bolero Pyotr Illyich Tchaikovsky - The</p>	<p>Orchestral Instruments (Traditional Western Stories)</p> <p>(link with sturdy of fairy tales)</p>	<p>Animals</p> <p>Key Listening: Kevin Macleod - Accralate</p>	<p>British songs and sounds</p> <p>(link with geographical study of the seaside)</p>	<p>Musicianship & Pitch</p>

	Key listening: Ralph Vaughan Williams - Lark Ascending	Nutcracker Suite	in English) Key Listening: Eric Coates - The Three Bears: A phantasy		Key listening: Arnold Bax - Tintagel	
LKS2 KQ	Can I find out what draws groups of people to certain places?	Can I understand how our values affect the way we live?	Do I recognise that actions have intended and unintended consequences?	Do I appreciate the value that sustainable resource use has on us and future generations?	Do I understand how action and choices made in the UK impact on the rest of the world?	Who do I want to be and what do I want to achieve?
Year 3	Wider Opportunities - whole class violin lessons (provided by Bolton Music Service)				Further Opportunities - BMS	
Year 4	<p>Anthology of Fantastic Zoology</p> <p>(link with study of mythology)</p> <p>Key Listening: Mason Bates - Anthology of Fantastic Zoology – Sprite; A Bao A Qu</p>	<p>Jazz</p> <p>(link with remembrance day - comfort of home when at war)</p> <p>Key Listening: Take the 'A' Train - Duke Ellington Orchestra</p>	<p>Hall of the Mountain King</p> <p>Key Listening: Grieg - Peer Gynt</p>	<p>Music and Technology</p> <p>Key Listening: Victoria Derbyshire - Doctor Who theme</p>	<p>Our Earth</p> <p>(link with rainforests/protecting nature)</p> <p>Key Listening: Hans Zimmer - Earth</p>	<p>From the new world</p> <p>Key Listening: Dvorak - Symphony No.9</p>
UKS2 KQ.	Can I appreciate different perspectives on Global issues?	Can I understand the power of the media?	Am I motivated to assist equality?	Can one person make a difference?	Do I understand that the world is a global community and what it means to be a global citizen?	How do I become the person I want to be?

<p>Year 5</p>	<p>Enigma Variations</p> <p>(link with Diversity and different perspectives)</p> <p>Key Listening: Elgar - Enigma Variations</p>	<p>Machines</p> <p>John Adams - Short Ride in a fast machine</p>	<p>Brazil</p> <p>(link with Geography learning)</p> <p>Key Listening: Heitor Villa-Lobos – Bachianas brasileiras No. 2, The Little Train of the Caipira (finale)</p>	<p>Symphonic Dances</p> <p>(cuban influence to link with historic study of Central America)</p> <p>Leonard Bernstein - 'Mambo' from 'West Side Story'</p>	<p>English folk song</p> <p>(link with EI question/idea of oral tradition in Lost Words)</p> <p>Key Listening: Vaughan Williams - English Folk Song Suite</p>	<p>Planets</p> <p>Key Listening: Gustav Holst - Mars from the Planets Suite</p>
<p>Year 6</p>	<p>Women in Music</p> <p>(link with History role of women)</p> <p>Key listening: Florence Price – Symphony No. 1 in E minor (3rd mvt)</p>	<p>Musical Revolutions</p> <p>(link with role of women study in History)</p> <p>Key Listening: Grażyna Bacewicz – Overture</p>	<p>Music Technology</p>	<p>Light</p>	<p>Indian Classical Music</p> <p>(link with EI question for half term)</p> <p>Key Question: Ravi Shanker - Symphony (finale)</p>	<p>Connect It</p> <p>(link with Aspirations)</p> <p>Key Listening: Anna Meredith - Connect It</p>