



Curriculum:

Music



Maypole Dancing

INTENT - The Music Curriculum

End of Key Stage outcomes are taken from the ELG's with a specific musical focus* as well as National Curriculum outcomes for the end of Key Stage. In order to make children's progress develop on an upward trajectory, the objectives are split into targeted year groups/phases. Furthermore, the music curriculum at our school is bespoke to the children's experiences and the context of the school, including our foundation as a VA Church of England school, recognising in particular the tradition of Church Music.

Our intent is to ensure children to participate in a variety of musical experiences and appreciate different forms of music. We aim to build up the confidence of all children through the progression of study. Academic skill, additional needs, gender or home background should not be a barrier to children developing an appreciation of, and love for, music and our approach to teaching music is that there is something musical for everyone, and that all can enjoy, participate and benefit from involvement in and with music. We aim for children to leave Year 6 with a deep understanding of the music curriculum alongside a love of music in its myriad forms. We also intend that children develop a broad understanding of music around the world and how this is embedded in different cultures, aligned with our school vision of being 'outward thinking'. The inclusion of a wide range of music styles, genres and origins within our curriculum supports promotion of the British Values of tolerance and respect as children are given the opportunity to listen to, be inspired by and appreciate music from different cultures and times.

Our music provision is enriched and enhanced for all pupils through the opportunity to participate in wider school performances including Infant Christmas Production/Nativity, KS2 Summer production and key celebration services in church (eg Harvest, Carol Service, Easter Service) as well as extra-curricular provision at no cost through Choir and Band. Links with our parish church are also enhanced by encouraging children to join the church choir and providing an opportunity for these children to sing to their peers in special Collective Worship. Peripatetic lessons are also available on a private tuition basis and these children have opportunities to perform for their peers, for example during special Collective Worship sessions

EYFS*

- Children can sing a range of well-known nursery rhymes and songs;
- Children can perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.

- IMPLEMENTATION - Progression in substantive Music knowledge**

Substantive knowledge in music is comprised of the developing knowledge and understanding of the nine interrelated dimensions of music: pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation, and forms the building blocks required for children to develop as musicians. Planned, specific teaching and practice of these elements within the context of listening & appraising, singing & playing, composing & improvising, and performing, enables children to develop and demonstrate their capability, proficiency and understanding of their knowledge and skills in relation to the interrelated dimensions.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listening and Appraising	<ul style="list-style-type: none"> Know some nursery rhymes off by heart. Know the stories of some of the nursery rhymes. Know that we can move with the pulse of the music. Know that the words of songs can tell stories and paint pictures. 	<ul style="list-style-type: none"> To know some songs off by heart. To know what the songs are about. To know and recognise the sound and names of some of the instruments they use Listen to a variety of music including classical pieces, pop music, church music (instrumental and hymns) and familiar/traditional songs/nursery rhymes To know some songs have a chorus or a response/answer part. To know that songs have a musical style. 	<ul style="list-style-type: none"> To know some songs off by heart. To know what the songs are about. To know and recognise the sound and names of some of the instruments they use Listen to a variety of music including classical pieces, pop music, church music (instrumental and hymns) and familiar/traditional songs/nursery rhymes To know some songs have a chorus or a response/answer part. To know that songs have a musical style. 	<ul style="list-style-type: none"> Know and be able to identify the style of some songs, including both sacred and secular pieces, vocal and instrumental. Know and be able to talk about the melodic character of a piece Be able to talk about a song/piece of music and identify elements of texture, dynamics, tempo, pulses rhythm and pitch and how these work together. Identify main sections of a song/piece of music Talk about music and how it makes the listener feel, showing an awareness that this can differ for each individual Understand and be able to identify musical elements including introduction, outro and pre-chorus Be aware of where each piece fits in history and be able to comment on the similarities and differences between pieces from different times 	<ul style="list-style-type: none"> Be able to think about the message of songs/pieces Compare two pieces/songs in the same style, identifying what stands out musically in each, their similarities and differences Know and be able to talk about how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or piece of music Understand and be able to identify musical elements including interlude, middle-8/bridge and coda Recognise the presence of drum loops when listening to recorded music Identify the historical context of the pieces and how this may have influenced the composer 	<ul style="list-style-type: none"> Be able to think about the message of songs/pieces Compare two pieces/songs in the same style, identifying what stands out musically in each, their similarities and differences Know and be able to talk about how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or piece of music Understand and be able to identify musical elements including interlude, middle-8/bridge and coda Recognise the presence of drum loops when listening to recorded music Identify the historical context of the pieces and how this may have influenced the composer 	
Singing and Playing		<ul style="list-style-type: none"> To know that music has a steady pulse, like a heartbeat. Know that rhythms are different from the steady pulse. To confidently sing or rap some songs from memory and sing them in unison. Learn about voices, singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. Learn the names of the instruments they are playing. Help to create a simple melody using one, two or three notes. To know that unison is everyone singing at the same time. Songs include other ways of using the voice e.g. rapping (spoken word). To know why we need to warm up our voices. Learn to play an untuned instrument and follow a part Play the part in time with the steady pulse. 	<ul style="list-style-type: none"> To know that music has a steady pulse, like a heartbeat. Know that rhythms are different from the steady pulse. To confidently sing or rap some songs from memory and sing them in unison. Learn about voices, singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. Learn the names of the instruments they are playing. Help to create a simple melody using one, two or three notes. To know that unison is everyone singing at the same time. Songs include other ways of using the voice e.g. rapping (spoken word). To know why we need to warm up our voices. Learn to play an untuned instrument and follow a part Play the part in time with the steady pulse. 	<ul style="list-style-type: none"> Know the difference between rhythm and pulse and be able to identify and keep each of these elements when playing untuned percussion Know how to keep an ‘internal pulse’ when singing/playing Be able to sing in a simple 2 part arrangement Demonstrate good singing posture To explore combining solo, unison and 2 part singing and be able to talk about this Sing with an awareness of being ‘in tune’ Be able to talk about the instruments used in class and how these are played Play tuned instruments in a group following a part Rehearse and perform as part of a group following direction for tempo and dynamics Recognise and be able to follow a back beat in a rhythm section 	<ul style="list-style-type: none"> Understand the concept of syncopation and be able to repeat and continue syncopated phrases Be able to lead a group/class in following rhythms To know what the term harmony means and be able to maintain simple harmonies when singing with a group Be able to sing solo/lead and backing vocals within a group Demonstrate a need to listen to others and follow the leader when singing in a group Understand that the lyrics of a song and the dynamics used can create different atmospheres – discuss, explore and use different approaches to determine the most appropriate way to sing a particular song Play a tuned instrument with the correct technique within a group context Rehearse, learn and perform a part on a tuned instrument within a group context Read/follow traditional notation to play a tuned instrument 	<ul style="list-style-type: none"> Understand the concept of syncopation and be able to repeat and continue syncopated phrases Be able to lead a group/class in following rhythms To know what the term harmony means and be able to maintain simple harmonies when singing with a group Be able to sing solo/lead and backing vocals within a group Demonstrate a need to listen to others and follow the leader when singing in a group Understand that the lyrics of a song and the dynamics used can create different atmospheres – discuss, explore and use different approaches to determine the most appropriate way to sing a particular song Play a tuned instrument with the correct technique within a group context Rehearse, learn and perform a part on a tuned instrument within a group context Read/follow traditional notation to play a tuned instrument 	

Composing and Improvising		<ul style="list-style-type: none"> To know that we can create rhythms from words, our names, favourite food, colours and animals and begin to use this in own compositions Learn how notes of a composition can be written down and changed if needed (using non-traditional notation) Explore improvisation to known tunes/songs Learn what an Ostinato phrase is and how this can be used in composing 	<ul style="list-style-type: none"> Know what improvisation is and be able to talk about it Understand that improvised passages are not intended to be remembered or repeated To know and understand that using a couple of notes confidently to improvise is better than using more less confidently Work in a group to create a simple melody using the 5 notes of a Pentatonic Scale Listen to ad reflect upon their developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo Record the composition to show the connection between sound and symbol (eg graphic/pictorial notation) 	<ul style="list-style-type: none"> To use a range of musical stimuli to improvise short phrases on a tuned instrument using the full octave Know three well known improvising musicians and comment on their work/style Create simple melodies and rhythm passages to combine together to form a complete piece in response to a stimulus Understand and use elements including Middle 8, coda, and repeated sections to create a composition Understand and use drum loops to add depth to compositions Use technology to create and record compositions Use traditional notation to show simple melodic phrase compositions Use technology to create and perform compositions
Performing and Evaluating		<ul style="list-style-type: none"> Rehearse and perform songs to an audience, including in church/worship Rehearse, perform, record and evaluate a composition Say what they like/dislike about their own, and others', performances 	<ul style="list-style-type: none"> Choose/give input to how a piece is performed Present a performance in a way that captures the audience and shows an awareness of the listener Record their performance and use this to inform self-evaluation 	<ul style="list-style-type: none"> Discuss the way in which to perform a piece, experimenting and selecting the dynamics, tempo and balance to create a desired effect Articulate words clearly when singing Consider the venue and how to use it to best effect for a performance Record a performance and compare it to previous performances Evaluate performances by talking musically about the successful and less successful elements
Progression in Vocabulary	Backing Call and response Chorus Ending Pitch Pulse/Beat Rhythm Verse	Appraising Arrangements Band Chord Classical Music Composing Dynamics Gospel Introduction Lyrics Melody Notation Ostinato Performing Phrase Solo Unison	A Capella Back Beat Ballad Cover/Cover Version Folk Tunes/Folk Melodies/Folk Songs Hook Improvise Melodic Offbeat Original/ Original Version Pentatonic Scale Pre-Chorus Sacred Secular Style Tempo	Bridge/Middle 8 Balance Coda Drum loops Harmony Interlude Recurring theme Sampling Style indicators Syncopation/syncopated

IMPLEMENTATION – disciplinary knowledge

Disciplinary knowledge in Music can be defined by:

‘central purpose of good music education [being] to make more music, think more musically and become more musical’ . (OFSTED subject review, 2021)

This knowledge is developed through building the skills to interpret the nine interrelated dimensions and how they are applied to create music. Disciplinary knowledge in Music is the interpretation and application of substantive knowledge leading to children being able to think as musicians, and respond as musicians in their listening, composing, performing and evaluating.

In order to develop high quality substantive and disciplinary knowledge in Music, we have carefully crafted our curriculum to ensure that the aims of the National Curriculum are at least met, if not exceeded. The aims are detailed below, and are fulfilled throughout the following detail of subject matter.

Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of great composers and musicians.
Learn to sing and use their voices to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.
Understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbres, texture, structure and appropriate musical notations.

IMPLEMENTATION

Reference is made in the units below to Charanga resources which may be used by teachers to support their delivery of the curriculum, adapting to different year groups as appropriate, but are not prescribed and other resources may be used at the teacher's discretion. Other units from Charanga may be used, providing they are not referenced in a different year of the planning cycle. Focus pieces must be covered for listening and appraising, however these may be supplemented by additional pieces/excerpts from Charanga units or alternative sources and teachers may choose to give greater focus to two or three contrasting pieces to develop skills and understanding.

In EYFS and Year 1 children will learn to play rhythmic phrases using untuned percussion, with tuned percussion (glockenspiels and xylophones) being introduced in Year 2. In Key Stage 2 children will learn to play a tuned instrument developing to be able to read and write notation to follow using this instrument by the end of Year 6.

The interrelated dimensions of music will be woven through the teaching of each unit, along with the skills of listening and appraising and those of performing and evaluating. Each unit should begin with a series of lessons (between 2 and 4 on average) focussed on listening and appraising, using the pieces noted – this should include providing a background to each piece (the majority of those cited can be found in the appendices to the Model Music Curriculum 2021) to support the development of children's knowledge and understanding of music across time and cultures. There will be a key focus for each unit – sing, play or compose which will, each time, build to a performance at the end of the unit. This is not exhaustive coverage and teachers may choose to include further singing opportunities across play/compose units as a means of developing the interrelated dimensions.

Composing may be stimulated by pieces from the listen and appraise structure, cross curricular learning (eg humanities, art etc) or other start points (eg a celebration piece for Easter or a fanfare/march for the Queen's jubilee). This structure of units will be repeated each year with a different content focus for

pieces/composers/genres to facilitate development of skills, knowledge and understanding within each phase. As learning and progress in music is cyclical, the guidance below for coverage may be adapted as necessary to fit for other classing structures (for example Y2/3) by taking the coverage and elements of learning for each year group and selecting appropriate pieces for listening and appraising to ensure breadth. Repetition of previously learnt songs/listened to pieces should not be seen as detrimental in music, far from it, as (within reason) this can provide scope for children to revisit and embed their skills in the interrelated dimensions without the added factor of learning new words/melodies thus enhancing, rather than detracting from, their learning. For this same reason, objectives for each phase remain consistent throughout the planning cycle, with children in each phase repeating the same objectives in each of the key areas of singing, playing and composing. This will enable learning to be cemented and developed with the aim that pupils move to the next phase of objectives secure in their knowledge, skills and understanding.

‘Sticky Knowledge’.

Sticky knowledge is the term used to refer to an alteration in the long term memory leading to knowledge that will be retained in the long term. In music, this sticky knowledge is the information that children need to retain as they progress in order for them to be able to develop their learning at each subsequent stage. In order to create this ‘stickiness’ teachers will ensure that new concepts are clearly explained, demonstrated and explored practically in order for them to become embedded. This knowledge will then be revisited throughout a unit of work to support retention. All vocabulary in music is sticky knowledge, with further specific points highlighted in the grids below.

EYFS and KS1

Year A

Listen, Appraise, Sing!	Listen, Appraise, Play!	Listen, Appraise, Compose!
<p>EYFS</p> <ul style="list-style-type: none"> Know some nursery rhymes off by heart. Know the stories of some of the nursery rhymes. 	<p>EYFS</p> <ul style="list-style-type: none"> Know that we can move with the pulse of the music. 	<p>EYFS</p> <ul style="list-style-type: none"> Know that the words of songs can tell stories and paint pictures.
<p>Year 1 and Year 2</p> <ul style="list-style-type: none"> To know that music has a steady pulse, like a heartbeat. Know that rhythms are different from the steady pulse. To confidently sing or rap some songs from memory and sing them in unison. Learn about voices, singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. To know that unison is everyone singing at the same time. Songs include other ways of using the voice e.g. rapping (spoken word). To know why we need to warm up our voices. 	<p>Year 1 and Year 2</p> <ul style="list-style-type: none"> To know that music has a steady pulse, like a heartbeat. Know that rhythms are different from the steady pulse. Learn the names of the instruments they are playing. Help to create a simple melody using one, two or three notes. Learn to play an untuned instrument and follow a part Play the part in time with the steady pulse. 	<p>Year 1 and Year 2</p> <ul style="list-style-type: none"> To know that we can create rhythms from words, our names, favourite food, colours and animals and begin to use this in own compositions Learn how notes of a composition can be written down and changed if needed (using non-traditional notation) Explore improvisation to known tunes/songs Learn what an Ostinato phrase is and how this can be used in composing
<p>Focus Pieces/Composers/Genres: Marche Militaire – Schubert In the Hall of the Mountain King - Grieg For the Beauty of the Earth -Rutter Colonel Hathi’s Elephant March- Sherman</p>	<p>Focus Pieces/Composers/Genres: Ronde and Basse Dance Bergeret from La Mourisque – Susato By the Beautiful Danube – Strauss Finale from Firebird – Stravinsky Stay - Eternal</p>	<p>Focus Pieces/Composers/Genres: 4 Seasons – Vivaldi Carnival of the Animals – Saint Saens Baris – Gong Kebyar of Peliatan Fanfarra (Cabua-Le-Le) – Mendes/Brown</p>
<p>Supporting Units from Charanga: My Stories (R)</p>	<p>Supporting Units from Charanga: Into The Groove (Y1) I Wanna Play in a Band (Y2)</p>	<p>Supporting Units from Charanga: Reflect, Rewind, replay (R)</p>
<p>Performance Opportunity: Infant Christmas Production</p>	<p>Performance Opportunity: Celebration Worship/Parent Worship</p>	<p>Performance Opportunity: In class performance and peer evaluation</p>

Year B

Listen, Appraise, Sing!	Listen, Appraise, Play!	Listen, Appraise, Compose!
<p>EYFS</p> <ul style="list-style-type: none"> Know some nursery rhymes off by heart. Know the stories of some of the nursery rhymes. 	<p>EYFS</p> <ul style="list-style-type: none"> Know that we can move with the pulse of the music. 	<p>EYFS</p> <ul style="list-style-type: none"> Know that the words of songs can tell stories and paint pictures.
<p>Year 1 and Year 2</p> <ul style="list-style-type: none"> To know that music has a steady pulse, like a heartbeat. Know that rhythms are different from the steady pulse. To confidently sing or rap some songs from memory and sing them in unison. Learn about voices, singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. To know that unison is everyone singing at the same time. Songs include other ways of using the voice e.g. rapping (spoken word). To know why we need to warm up our voices. 	<p>Year 1 and Year 2</p> <ul style="list-style-type: none"> To know that music has a steady pulse, like a heartbeat. Know that rhythms are different from the steady pulse. Learn the names of the instruments they are playing. Help to create a simple melody using one, two or three notes. Learn to play an untuned instrument and follow a part Play the part in time with the steady pulse. 	<p>Year 1 and Year 2</p> <ul style="list-style-type: none"> To know that we can create rhythms from words, our names, favourite food, colours and animals and begin to use this in own compositions Learn how notes of a composition can be written down and changed if needed (using non-traditional notation) Explore improvisation to known tunes/songs Learn what an Ostinato phrase is and how this can be used in composing
<p>Focus Pieces/Composers/Genres: O Nata Lux – Tallis Os Justi – Bruckner Oh When the Saints go Marching in/Swing Low, Sweet Chariot – traditional Spiritual Kye Kye Kule – traditional Ghanaian</p>	<p>Focus Pieces/Composers/Genres: William Tell Overture – Rossini Hebrides Overture – Mendelssohn Bolero - Ravel Sleep - Whitacre</p>	<p>Focus Pieces/Composers/Genres: Air on a G String – Bach Flight of the Bumblebee – Rimsky Korsakov Mars from the Planets – Holst Wild Man – Kate Bush</p>
<p>Supporting Units from Charanga: Our World (R)</p>	<p>Supporting Units from Charanga: Rhythm in the Way We Walk and the Banana Rap (Y2) Hands, Feet, Heart (Y2)</p>	<p>Supporting Units from Charanga: Reflect, Rewind, Replay (Y1)</p>
<p>Performance Opportunity: Infant Christmas Production</p>	<p>Performance Opportunity: Celebration Worship/Parent Worship</p>	<p>Performance Opportunity: In class performance and peer evaluation</p>

Year C

Listen, Appraise, Sing!	Listen, Appraise, Play!	Listen, Appraise, Compose!
<p>EYFS</p> <ul style="list-style-type: none"> Know some nursery rhymes off by heart. Know the stories of some of the nursery rhymes. 	<p>EYFS</p> <ul style="list-style-type: none"> Know that we can move with the pulse of the music. 	<p>EYFS</p> <ul style="list-style-type: none"> Know that the words of songs can tell stories and paint pictures.
<p>Year 1 and Year 2</p> <ul style="list-style-type: none"> To know that music has a steady pulse, like a heartbeat. Know that rhythms are different from the steady pulse. To confidently sing or rap some songs from memory and sing them in unison. Learn about voices, singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. To know that unison is everyone singing at the same time. Songs include other ways of using the voice e.g. rapping (spoken word). To know why we need to warm up our voices. 	<p>Year 1 and Year 2</p> <ul style="list-style-type: none"> To know that music has a steady pulse, like a heartbeat. Know that rhythms are different from the steady pulse. Learn the names of the instruments they are playing. Help to create a simple melody using one, two or three notes. Learn to play an untuned instrument and follow a part Play the part in time with the steady pulse. 	<p>Year 1 and Year 2</p> <ul style="list-style-type: none"> To know that we can create rhythms from words, our names, favourite food, colours and animals and begin to use this in own compositions Learn how notes of a composition can be written down and changed if needed (using non-traditional notation) Explore improvisation to known tunes/songs Learn what an Ostinato phrase is and how this can be used in composing
<p>Focus Pieces/Composers/Genres: Rondo Alla Turca – Mozart Maple Leaf Rag - Joplin Yellow Submarine – The Beatles Rhythms of Childhood – Ella Jenkins</p>	<p>Focus Pieces/Composers/Genres: Canon in D – Pachelbel Pavane – Faure Djembe drumming – Jalikunda African Drums Kora music – Sona Jobarteh</p>	<p>Focus Pieces/Composers/Genres: Arrival of the Queen of Sheba – Handel Scherzo from Midsummer Night’s Dream – Mendelssohn Peter and the Wolf - Prokofiev</p>
<p>Supporting Units from Charanga: Big Bear Funk (R)</p>	<p>Supporting Units from Charanga: Round and Round (Y1) Friendship Song (Y2)</p>	<p>Supporting Units from Charanga: Reflect, Rewind, Replay (Y2)</p>
<p>Performance Opportunity: Infant Christmas Production</p>	<p>Performance Opportunity: Celebration Worship/Parent Worship</p>	<p>Performance Opportunity: In class performance and peer evaluation</p>

IMPLEMENTATION – KS2

Year A

Listen, Appraise, Play!	Listen, Appraise, Compose!	Listen, Appraise, Sing!
<p>Year 3 and Year 4</p> <ul style="list-style-type: none"> • Know the difference between rhythm and pulse and be able to identify and keep each of these elements when playing untuned percussion • Know how to keep an 'internal pulse' when singing/playing • Be able to talk about the instruments used in class and how these are played • Play tuned instruments in a group following a part • Rehearse and perform as part of a group following direction for tempo and dynamics • Recognise and be able to follow a back beat in a rhythm section • Choose/give input to how a piece is performed • Present a performance in a way that captures the audience and shows an awareness of the listener • Record performance and use to inform self-evaluation 	<p>Year 3 and Year 4</p> <ul style="list-style-type: none"> • Know what improvisation is and be able to talk about it • Understand that improvised passages are not intended to be remembered or repeated • To know and understand that using a couple of notes confidently to improvise is better than using more less confidently • Work in a group to create a simple melody using the 5 notes of a Pentatonic Scale • Listen to and reflect upon their developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo • Record the composition to show the connection between sound and symbol (eg graphic/pictorial notation) • Choose/give input to how a piece is performed • Record their performance and use this to inform self-evaluation 	<p>Year 3 and Year 4</p> <ul style="list-style-type: none"> • Know how to keep an 'internal pulse' when singing/playing • Be able to sing in a simple 2 part arrangement • Demonstrate good singing posture • To explore combining solo, unison and 2 part singing and be able to talk about this • Sing with an awareness of being 'in tune' • Rehearse and perform as part of a group following direction for tempo and dynamics • Present a performance in a way that captures the audience and shows an awareness of the listener
<p>Year 5 and Year 6</p> <ul style="list-style-type: none"> • Understand the concept of syncopation and be able to repeat and continue syncopated phrases • Be able to lead a group/class in following rhythms • Play a tuned instrument with the correct technique within a group context • Rehearse, learn and perform a part on a tuned instrument within a group context • Read/follow traditional notation to play a tuned instrument • Choose/give input to how a piece is performed • Present a performance in a way that captures the audience and shows an awareness of the listener 	<p>Year 5 and Year 6</p> <ul style="list-style-type: none"> • To use a range of musical stimuli to improvise short phrases on a tuned instrument using the full octave • Know three well known improvising musicians and comment on their work/style • Create simple melodies and rhythm passages to combine together to form a complete piece in response to a stimulus • Understand and use elements including Middle 8, coda, and repeated sections to create a composition • Understand and use drum loops to add depth to compositions • Use technology to create and record compositions • Use traditional notation to show simple melodic phrase compositions • Use technology to create and perform compositions • Record their performance and use this to inform self-evaluation 	<p>Year 5 and Year 6</p> <ul style="list-style-type: none"> • Understand the concept of syncopation and be able to repeat and continue syncopated phrases • To know what the term harmony means and be able to maintain simple harmonies when singing with a group • Be able to sing solo/lead and backing vocals within a group • Demonstrate a need to listen to others and follow the leader when singing in a group • Understand that the lyrics of a song and the dynamics used can create different atmospheres – discuss, explore and use different approaches to determine the most appropriate way to sing a particular song • Choose/give input to how a piece is performed • Present a performance in a way that captures the audience and shows an awareness of the listener

Focus Pieces/Composers/Genres: Enigma Variation – Elgar Piano Quintet in A Minor (The Trout) – Schubert Symphonics Dances from Westside Story – Bernstein Do-re-mi – Hammerstein Jai Ho - Rahman	Focus Pieces/Composers/Genres: O Eucari – Hildegard Pomp and Circumstance March No.1 – Elgar Take 5 – Brubeck Symphony – Ravi Shankar Sahela Rae - Amonkar	Focus Pieces/Composers/Genres: Earl of Essex’s Galliard – Dowland Toreador’s Song – Bizet Take the A train – Ellington Hushabye Mountain – Sherman Theme from Lord of the Rings - Shore
Supporting Units from Charanga Let Your Spirits Fly (Y3) Mamma Mia (Y4)	Supporting Units from Charanga Make You Feel My Love (Y5)	Supporting Units from Charanga You’ve Got a Friend (Y6) Reflect, Rewind, Replay (Y3)
Performance Opportunity: - Carol Service, performance to rest of the school	Performance Opportunity: - Celebration Worship/Parent Worship; in class recording and evaluation;	Performance Opportunity: - KS2 Summer Production

Year B

Listen, Appraise, Play!	Listen, Appraise, Compose!	Listen, Appraise, Sing!
Year 3 and Year 4 <ul style="list-style-type: none"> • Know the difference between rhythm and pulse and be able to identify and keep each of these elements when playing untuned percussion • Know how to keep an ‘internal pulse’ when singing/playing • Be able to talk about the instruments used in class and how these are played • Play tuned instruments in a group following a part • Rehearse and perform as part of a group following direction for tempo and dynamics • Recognise and be able to follow a back beat in a rhythm section • Choose/give input to how a piece is performed • Present a performance in a way that captures the audience and shows an awareness of the listener • Record performance and use to inform self-evaluation 	Year 3 and Year 4 <ul style="list-style-type: none"> • Know what improvisation is and be able to talk about it • Understand that improvised passages are not intended to be remembered or repeated • To know and understand that using a couple of notes confidently to improvise is better than using more less confidently • Work in a group to create a simple melody using the 5 notes of a Pentatonic Scale • Listen to and reflect upon their developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo • Record the composition to show the connection between sound and symbol (eg graphic/pictorial notation) • Choose/give input to how a piece is performed • Record their performance and use this to inform self-evaluation 	Year 3 and Year 4 <ul style="list-style-type: none"> • Know how to keep an ‘internal pulse’ when singing/playing • Be able to sing in a simple 2 part arrangement • Demonstrate good singing posture • To explore combining solo, unison and 2 part singing and be able to talk about this • Sing with an awareness of being ‘in tune’ • Rehearse and perform as part of a group following direction for tempo and dynamics • Present a performance in a way that captures the audience and shows an awareness of the listener
Year 5 and Year 6 <ul style="list-style-type: none"> • Understand the concept of syncopation and be able to repeat and continue syncopated phrases • Be able to lead a group/class in following rhythms • Play a tuned instrument with the correct technique within a group context • Rehearse, learn and perform a part on a tuned instrument within a group context 	Year 5 and Year 6 <ul style="list-style-type: none"> • To use a range of musical stimuli to improvise short phrases on a tuned instrument using the full octave • Know three well known improvising musicians and comment on their work/style • Create simple melodies and rhythm passages to combine together to form a complete piece in response to a stimulus 	Year 5 and Year 6 <ul style="list-style-type: none"> • Understand the concept of syncopation and be able to repeat and continue syncopated phrases • To know what the term harmony means and be able to maintain simple harmonies when singing with a group • Be able to sing solo/lead and backing vocals within a group

<ul style="list-style-type: none"> • Read/follow traditional notation to play a tuned instrument • Choose/give input to how a piece is performed • Present a performance in a way that captures the audience and shows an awareness of the listener 	<ul style="list-style-type: none"> • Understand and use elements including Middle 8, coda, and repeated sections to create a composition • Understand and use drum loops to add depth to compositions • Use technology to create and record compositions • Use traditional notation to show simple melodic phrase compositions • Use technology to create and perform compositions • Record their performance and use this to inform self-evaluation 	<ul style="list-style-type: none"> • Demonstrate a need to listen to others and follow the leader when singing in a group • Understand that the lyrics of a song and the dynamics used can create different atmospheres – discuss, explore and use different approaches to determine the most appropriate way to sing a particular song • Choose/give input to how a piece is performed • Present a performance in a way that captures the audience and shows an awareness of the listener
Focus Pieces/Composers/Genres: 5 th Symphony – Beethoven Zadok the Priest – Handel Little Train of the Caipira – Villa Lobos Wonderwall – Oasis Tropical Bird – Trinidad Steel Band	Focus Pieces/Composers/Genres: Ave Maris Stella from Vespers of the Blessed Virgin – Monteverdi String Quartet G Minor Op 10 – Debussy I got Rhythm – Gershwin Dirty Old Town – The Pogues Walking Away – Craig David	Focus Pieces/Composers/Genres: Fur Elise – Beethoven Liberty Bell – Souza My Baby Just Cares for Me – Nina Simone A Little Help From MY Friends – The Beatles Bhabiye Akh Larr Gayee – Bhujhangy Group
Supporting Units from Charanga Bringing Us Together (Y3) Stop! (Y4)	Supporting Units from Charanga New Year Carol (Y5)	Supporting Units from Charanga Classroom Jazz 1 (Y6) Reflect, Rewind, Replay (Y4)
Performance Opportunity: - Carol Service, performance to rest of the school	Performance Opportunity: - Celebration Worship/Parent Worship; in class recording and evaluation;	Performance Opportunity: - KS2 Summer Production

Year C

Listen, Appraise, Play!	Listen, Appraise, Compose!	Listen, Appraise, Sing!
Year 3 and Year 4 <ul style="list-style-type: none"> • Know the difference between rhythm and pulse and be able to identify and keep each of these elements when playing untuned percussion • Know how to keep an 'internal pulse' when singing/playing • Be able to talk about the instruments used in class and how these are played • Play tuned instruments in a group following a part • Rehearse and perform as part of a group following direction for tempo and dynamics • Recognise and be able to follow a back beat in a rhythm section 	Year 3 and Year 4 <ul style="list-style-type: none"> • Know what improvisation is and be able to talk about it • Understand that improvised passages are not intended to be remembered or repeated • To know and understand that using a couple of notes confidently to improvise is better than using more less confidently • Work in a group to create a simple melody using the 5 notes of a Pentatonic Scale • Listen to and reflect upon their developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo 	Year 3 and Year 4 <ul style="list-style-type: none"> • Know how to keep an 'internal pulse' when singing/playing • Be able to sing in a simple 2 part arrangement • Demonstrate good singing posture • To explore combining solo, unison and 2 part singing and be able to talk about this • Sing with an awareness of being 'in tune' • Rehearse and perform as part of a group following direction for tempo and dynamics • Present a performance in a way that captures the audience and shows an awareness of the listener

<ul style="list-style-type: none"> • Choose/give input to how a piece is performed • Present a performance in a way that captures the audience and shows an awareness of the listener • Record performance and use to inform self-evaluation 	<ul style="list-style-type: none"> • Record the composition to show the connection between sound and symbol (eg graphic/pictorial notation) • Choose/give input to how a piece is performed • Record their performance and use this to inform self-evaluation 	
<p>Year 5 and Year 6</p> <ul style="list-style-type: none"> • Understand the concept of syncopation and be able to repeat and continue syncopated phrases • Be able to lead a group/class in following rhythms • Play a tuned instrument with the correct technique within a group context • Rehearse, learn and perform a part on a tuned instrument within a group context • Read/follow traditional notation to play a tuned instrument • Choose/give input to how a piece is performed • Present a performance in a way that captures the audience and shows an awareness of the listener 	<p>Year 5 and Year 6</p> <ul style="list-style-type: none"> • To use a range of musical stimuli to improvise short phrases on a tuned instrument using the full octave • Know three well known improvising musicians and comment on their work/style • Create simple melodies and rhythm passages to combine together to form a complete piece in response to a stimulus • Understand and use elements including Middle 8, coda, and repeated sections to create a composition • Understand and use drum loops to add depth to compositions • Use technology to create and record compositions • Use traditional notation to show simple melodic phrase compositions • Use technology to create and perform compositions • Record their performance and use this to inform self-evaluation 	<p>Year 5 and Year 6</p> <ul style="list-style-type: none"> • Understand the concept of syncopation and be able to repeat and continue syncopated phrases • To know what the term harmony means and be able to maintain simple harmonies when singing with a group • Be able to sing solo/lead and backing vocals within a group • Demonstrate a need to listen to others and follow the leader when singing in a group • Understand that the lyrics of a song and the dynamics used can create different atmospheres – discuss, explore and use different approaches to determine the most appropriate way to sing a particular song • Choose/give input to how a piece is performed • Present a performance in a way that captures the audience and shows an awareness of the listener
<p>Focus Pieces/Composers/Genres: Jubilate Deo – Gabrielli Sorcerer’s Apprentice – Disney Hound Dog – Elvis Presley Say My Name - Destiny’s Child Wake Me Up - Avicii</p>	<p>Focus Pieces/Composers/Genres: If You Love Me – Tallis 2nd Movement from Scheherazade – Rimsky-Korsakov Theme from Jaws – Williams Sprinting Gazelle (Reem Kelani) Ransang – Gamelan Wayang Sasak</p>	<p>Focus Pieces/Composers/Genres: Pizzicato Polka – Strauss Shotgun – George Ezra I feel Good – James Brown Sea Shanties – Various Traditional English Inkanyezi Nezazi – Ladysmith Black Mambazo</p>
<p>Supporting Units from Charanga Three Little Birds (Y3) Lean on Me (Year 4)</p>	<p>Supporting Units from Charanga Livin’ On A Prayer (Y5)</p>	<p>Supporting Units from Charanga Music Time (Y6) Reflect, Rewind, Replay (Y5)</p>
<p>Performance Opportunity: - Carol Service, performance to rest of the school</p>	<p>Performance Opportunity: - Celebration Worship/Parent Worship; in class recording and evaluation;</p>	<p>Performance Opportunity: - KS2 Summer Production</p>

Year D

Listen, Appraise, Play!	Listen, Appraise, Compose!	Listen, Appraise, Sing!
<p>Year 3 and Year 4</p> <ul style="list-style-type: none"> • Know the difference between rhythm and pulse and be able to identify and keep each of these elements when playing untuned percussion • Know how to keep an 'internal pulse' when singing/playing • Be able to talk about the instruments used in class and how these are played • Play tuned instruments in a group following a part • Rehearse and perform as part of a group following direction for tempo and dynamics • Recognise and be able to follow a back beat in a rhythm section • Choose/give input to how a piece is performed • Present a performance in a way that captures the audience and shows an awareness of the listener • Record performance and use to inform self-evaluation 	<p>Year 3 and Year 4</p> <ul style="list-style-type: none"> • Know what improvisation is and be able to talk about it • Understand that improvised passages are not intended to be remembered or repeated • To know and understand that using a couple of notes confidently to improvise is better than using more less confidently • Work in a group to create a simple melody using the 5 notes of a Pentatonic Scale • Listen to and reflect upon their developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo • Record the composition to show the connection between sound and symbol (eg graphic/pictorial notation) • Choose/give input to how a piece is performed • Record their performance and use this to inform self-evaluation 	<p>Year 3 and Year 4</p> <ul style="list-style-type: none"> • Know how to keep an 'internal pulse' when singing/playing • Be able to sing in a simple 2 part arrangement • Demonstrate good singing posture • To explore combining solo, unison and 2 part singing and be able to talk about this • Sing with an awareness of being 'in tune' • Rehearse and perform as part of a group following direction for tempo and dynamics • Present a performance in a way that captures the audience and shows an awareness of the listener
<p>Year 5 and Year 6</p> <ul style="list-style-type: none"> • Understand the concept of syncopation and be able to repeat and continue syncopated phrases • Be able to lead a group/class in following rhythms • Play a tuned instrument with the correct technique within a group context • Rehearse, learn and perform a part on a tuned instrument within a group context • Read/follow traditional notation to play a tuned instrument • Choose/give input to how a piece is performed • Present a performance in a way that captures the audience and shows an awareness of the listener 	<p>Year 5 and Year 6</p> <ul style="list-style-type: none"> • To use a range of musical stimuli to improvise short phrases on a tuned instrument using the full octave • Know three well known improvising musicians and comment on their work/style • Create simple melodies and rhythm passages to combine together to form a complete piece in response to a stimulus • Understand and use elements including Middle 8, coda, and repeated sections to create a composition • Understand and use drum loops to add depth to compositions • Use technology to create and record compositions • Use traditional notation to show simple melodic phrase compositions • Use technology to create and perform compositions • Record their performance and use this to inform self-evaluation 	<p>Year 5 and Year 6</p> <ul style="list-style-type: none"> • Understand the concept of syncopation and be able to repeat and continue syncopated phrases • To know what the term harmony means and be able to maintain simple harmonies when singing with a group • Be able to sing solo/lead and backing vocals within a group • Demonstrate a need to listen to others and follow the leader when singing in a group • Understand that the lyrics of a song and the dynamics used can create different atmospheres – discuss, explore and use different approaches to determine the most appropriate way to sing a particular song • Choose/give input to how a piece is performed • Present a performance in a way that captures the audience and shows an awareness of the listener
<p>Focus Pieces/Composers/Genres: Beatus Vir – Monteverdi To A Wild Rose – MacDowell This Little Babe from A Ceremony of Carols – Britten</p>	<p>Focus Pieces/Composers/Genres: Papageno's Song from The Magic Flute – Mozart 1812 Overture – Tchaikovsky Libertango – Piazzolla</p>	<p>Focus Pieces/Composers/Genres: Miserere – Allegri Baba Yaga from Pictures at an Exhibition – Mussorgsky Night Ferry – Anna Clyne</p>

Wassail Song – Traditional English	Danny Boy – Traditional Irish Folk Song Traditional British Folk Songs – Ilkley Moor B’ah’t ‘at, Skye Boat Song, Auld Lang Syne	Go Down Moses – Harlem Gospel Singers Le Freak - Chic
Supporting Units from Charanga The Dragon Song (Y3) Blackbird (Y4)	Supporting Units from Charanga Dancing in the Street (Y5)	Supporting Units from Charanga Classroom Jazz 2 (Y6) Reflect, Rewind, Replay (Y6)
Performance Opportunity: - Carol Service, performance to rest of the school	Performance Opportunity: - Celebration Worship/Parent Worship; in class recording and evaluation;	Performance Opportunity: - KS2 Summer Production

IMPLEMENTATION - Rationale

Our Music curriculum is carefully designed to consider the needs of our pupils. By teaching Music throughout the school year we provide regular opportunities for children to develop and secure their disciplinary knowledge which also building their substantive knowledge on their journey to becoming musicians. Our curriculum cycle is planned to expose children to music from broad and varied cultures and times in order that they can both experience and contrast the development of music throughout the world and can form for themselves opinion as to which styles of music they prefer when listening with a ‘musician’s ear’. Music for listening and appraising has been carefully selected to provide as broad an experience as possible, including some widely recognised pieces and those less familiar in the general population. The Church of England foundation of our school and the extensive tradition of church music is recognised within our implementation of the Music curriculum through the inclusion of a range of sacred music from various traditions within pieces for listening and appraising and by including church and worship contexts as opportunities for performing.

The cycle outlined in this plan should be taken as the ‘baseline’ from which teachers are free to use their professional judgement and the interests of pupils to build in further opportunities for music across the curriculum – for example by composing a new Christmas Carol, accessing opportunities to visit concerts to listen to/watch live performances or developing singing by participating in joint events with other schools/organisations.

IMPACT

We aim for all of our children to leave us as musicians - they should have a solid knowledge base alongside a developing appreciation and enjoyment of music. Pupils will develop their ability to engage with different styles of music and share their thoughts and opinions using examples and justifications for their thoughts which are rooted in their substantive musical knowledge and will be able to do this with empathy and understanding demonstrating that they understand how music can appeal to different people in different ways. Pupils will also have a grounding in the interrelated dimensions of music and the specific skills links to these which relate to the technical aspects of singing, playing an instrument and reading traditional notation.

Music Across the Curriculum

Links across the curriculum will support the internalising of music learning and music, in turn, will support learning in other areas of the curriculum. For example:

English – the breadth of vocabulary in music can support descriptive language in English lessons. Opportunities for writing can be found within listening and appraising elements of the music curriculum.

Maths – beats, rhythm and patterns in music can support maths development. Understanding of beats in a bar and multiple bars directly links to counting in multiples/multiplication tables.

Science – music links directly to the Science theme of ‘Sound’ studied in Year 4 and composition work with percussion may also provide opportunities to link to work on materials in KS1.

PE/Dance – there are opportunities to link response to music, part of the listening and appraising element, to PE and Dance by using physical expression in response to music. Physical movement can also be used to support the development of understanding of pulse, beat and rhythm.

Geography/History – the breadth of pieces included in the list for listening and appraising provides links to geography and history in looking at where and when the pieces were composed, and linking this to other aspects of human geography/social history through the instruments and purpose for the composition (eg the coronation symphony, military marches, traditional instruments

such as the Kora made from easily available natural materials). Music can also be used to support learning in history/geography by enabling pupils to experience the 'sounds' of the time/place.

Computing – It is a requirement that children use technology to help them make music – this may encompass a range of programmes/hardware. KS2 pupils may also begin to develop/embed their editing and publishing skills by recording and editing performances.

PSHE – there is ample research evidence that music can be crucial in supporting mental health and wellbeing. By including listening and appraising throughout all units this provides time for pupils to be able to relax as they listen, thus supporting wellbeing. The opportunity to work in small groups to improvise and compose also enables the development of collaborative and team work skills which form part of the PSHE curriculum.

RE/Spirituality –our music plan has been compiled with strong recognition of the Christian foundation of our school, and of the tradition of church music. A range of sacred and secular pieces and opportunities/contexts for performing provide a balance in pupils' experience. Music may also be used in RE lessons to help children experience worship from different faiths being studied.

References

EYFS Framework -

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf

Music curriculum for KS1 and KS2 -

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239037/PRIMARY_national_curriculum_-_Music.pdf

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https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974366/Model_Music_Curriculum_Full.pdf