



Music Curriculum



Music Intent, Implementation and Impact

Vision: Our community is inspired by our Christian Values to enable all to flourish in mind, body, heart and spirit.

Intent

All areas of our curriculum are underpinned by our Gospel values, and we ensure that our curriculum makes links to these values. At the heart of each subject is a set of core skills which form a subject learning journey, this journey is built from EYFS through to year 6 and the skills progress as you move through the school. Knowledge is communicated to ensure coverage of the National curriculum and it is through this knowledge that children apply their skills.

Children at St Giles' and St George's leave with a secure knowledge of both the academic knowledge and skills needed for the next stage of their education. They will have developed a clear set of Christian and moral values which they can apply in all areas of their lives and will have taken part in real-life experiences which will have raised their aspirations and given them a thirst for wisdom and knowledge. Music is a powerful tool that can bring children together and develop their self-esteem and confidence. The intention of the St Giles' and St George's Music learning journey is to nurture this tool, so that children feel that they are musical and develop a life-long love of music.

We focus on developing the skills, knowledge and understanding that children need to become confident performers, composers and listeners. Our learning journey introduces children to real-life musical experiences from around the world and across the generations.



Implementation

St Giles' and St George's Music Learning Journey takes an holistic approach to music, the individual strands below are woven together to create an engaging and enriching learning experience.

- Listening and Evaluating
 - Creating sounds
 - Notation
- Improvising and composing
- Performing – Singing and Playing

Over the course of the journey children will be taught to sing fluently and expressively, play tuned and untuned instruments accurately and with control. They will learn to recognise and name pitch, duration, tempo, timbre, structure, texture and dynamics whilst using them in their own improvisations and compositions. A spiral curriculum model is followed where previous skills and knowledge are revisited and built upon.



Music is taught for 45 mins each week or 1hr 30 mins every two weeks depending on the unit and year group being taught. Each new unit of learning is introduced through an exploration question, which summarises previous knowledge and skills shared by the children. This is shared on Evidence me as the starting point and revisited at the end of the unit. Children are then introduced to the key vocabulary which will be explored during the lesson. During the lesson, adaptive teaching is implemented to ensure that appropriate levels of scaffold and challenge are included. Assessment and feedback will focus on misconceptions and next steps for learning.

In music, work is recorded and saved onto Evidence Me for monitoring and sharing purposes and also to allow for musical expression and pupil voice.

Following the *Model Music Curriculum guidance (DfE 2021)* St Giles' and St George's Music learning journey has an instrumental scheme of work which is taught in Year 4, this allows whole-class instrumental teaching and supports staff to deliver this using tuned percussion.

The school also raises the profile of music across the school through opportunities to join the school choir, school recorder group and peripatetic music lessons. All children in KS2 are offered the opportunity to learn a musical instrument with funding made available for all Pupil Premium and LAC. The school regularly takes part in Staffordshire Choir and Recorder festivals as well as local worship, fundraising and joint school music activities.



EYFS

Music is taught as part of the Expressive Art and Design area of the EYFS learning and development. Children in EYFS have a Music lesson once per week, following the units on the yearly overview. Where appropriate, lessons and unit will take the same form as the rest of the school: explore, teach, practise, apply and review. Children will also have the opportunity to practise and develop their music skills in the enhanced and child-initiated continuous provision. Evidence of Music lessons and other supporting evidence can be found on Evidence Me linked to the appropriate statements and ELG.



Reception Theme Subject Journey



Explore

Children have the opportunity to explore the topic and subject area through tuff trays and child led learning. KWL grids and mind maps used to identify prior learning.

Teach

Input and carpet sessions, in the moment teaching opportunities, concrete materials, teaching of new topic specific vocabulary.

Practise

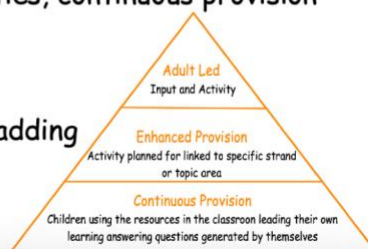
Group work, teacher guided sessions, tuff tray activities after input, key questions for children to explore and investigate on their own after being taught skills.

Apply

Independent tasks, some enhanced provision opportunities, continuous provision opportunities, child-led learning

Review

Mini input on previous learning, KWL revisit, mind map adding repeating 'explore' activities.



Impact

In addition to the outcomes shown on our curriculum tree the specific musical impact of the St Giles' and St George's Music Learning Journey is that children will:

- ✓ Be confident performers, composers and listeners and will be able to express themselves musically at and beyond school.
- ✓ Show an appreciation and respect for a wide range of musical styles from around the world and will understand how music is influenced by the wider cultural, social, and historical contexts in which it is developed.
- ✓ Understand the ways in which music can be written down to support performing and composing activities.
- ✓ Demonstrate and articulate an enthusiasm for music and be able to identify their own personal musical preferences.

- ✓ Meet the end of key stage expectations outlined in the National curriculum for Music

Formative assessment takes part in each lesson and misconception and next steps of the focus for feedback. Summative assessment is completed using a best fit approach to the progression of skills and knowledge.

Our music Curriculum is based on a spiral curriculum and is planned to demonstrate progression and build on and embed current skills. We focus on progression of knowledge and skills in the different musical components and teaching of vocabulary also forms part of the units of work. If children are achieving the knowledge and skills in lessons, then they are deemed to be making good or better progress.

We measure the impact of our curriculum through the following methods:

- Pupil discussions and interviewing the pupils about their learning (pupil voice).
- Monitoring with our subject music link governor.
- Annual reporting and tracking of standards across the curriculum.
- Photo and video evidence of the pupils practical learning (saved on Evidence Me).
- Use of the assessment tools provided within the Kapow scheme, for guidance.
- Dedicated music leader time.

The impact of our music curriculum is also measured in the uptake of our extra-curricular music and the uptake of additional music 1:1 teaching.

Adaptive Teaching Strategies

In our Music Lessons we cater for our SEN children using the following strategies

Cognition and Learning	Communication and Interaction	SEMH	Physical and Sensory
- Alternative methods of recording (talking tins, laptops, creative tasks) - Differentiated tasks - Visual supports - Word banks/phonic maps - Pre-teaching of vocabulary - Teaching of key skills - Coloured overlays - Timers and chunked activities - Use of practical apparatus - Sit close to the board - Allow extra time	- Talking tins - Pre-teaching language - Visuals to support - Social stories - Now/Next - Increased focus on Oracy and developing talk opportunities - Thinking time - Explicit instructions - Makaton signs - Steps to success (one task at a time)	- Brain and movement breaks - Calmbrain - Reward time - Reflection areas (weighted blankets) - Sensory/fidget toys - Sit near to the teacher - Steps to success (one task at a time) - Peer buddies	- Own learning space (workstation) - Brain breaks - Appropriate seating - Fidget toys - Adapted resources (scissors, rulers etc) - Sloping board - Alternative methods of recording - Wobble cushions - Use of a sensory areas (tent) - Chew buddies - Pencil grips/sloping boards

Our Gospel Values

EYFS <u>Loving and Compassionate</u> What do we love about our world? <u>Grateful and Generous</u> Who are the people who help us? <u>Curious and Active</u> How can everyday people be a superhero? <u>Faith- filled and Hopeful</u> Which wonderful places in the world do you hope to visit?	KS1 <u>Loving and Compassionate</u> What are some of our favourite things that we love? <u>Curious and Active</u> How do the dynamics of a piece change its meaning? <u>Intentional and Prophetic</u> How is music used in religious celebrations to share the message? <u>Learned and Wise</u> What makes me special? <u>Faith- filled and Hopeful</u> When have you experienced moments of wonder?
LKS2 <u>Learned and Wise</u> What is the purpose of the Earth? <u>Intentional and Prophetic</u> How can music be used to share God's message? <u>Curious and Active</u> How does adapting motifs change the meaning of the music? <u>Faith- filled and Hopeful</u> How can singing make the world a better place? <u>Loving and Compassionate</u> How can we share feedback in a compassionate way? <u>Attentive and Discerning</u> What is the difference between hearing and listening?	UKS2 <u>Faith-filled and hopeful</u> What do you hope for your future beyond primary school? <u>Curious and Active</u> Why do you like certain types of music? <u>Learned and Wise</u> What would it be like without seasons? Loving and Compassionate – How can we share emotions through music? <u>Attentive and Discerning</u> What is the point of being creative? <u>Intentional and Prophetic</u> Would you break the law to save a loved one?

Music Overview

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Continuous provision based around firm foundations phonics Exploring Sound	Celebration Music (Diwali, Christmas, Hanukah)	Music and movement (Scarves)	Musical stories/ Traditional stories	Transport	Big Band What makes you afraid?
KS1 A	Keeping the Pulse (My favourite things) Who am I?	Tempo: Snail & Mouse How can we be patient with others?	Dynamics (seaside) How do you feel when things are loud or quiet?	Sound Patterns (Fairy Tales) Is there such thing as an angel?	Pitch and Tempo (Superheroes) What makes someone an everyday hero?	Musical Symbols (Under the sea) How do I feel when I discover something new?
KS1 B	Call and response (Animals) Why should we care for animals and living things?	Instruments (Musical story telling) How can music help us understand someone else's story?	Singing: On this Island What makes me feel at home and safe?	Contrasting Dynamics (Space) When have you experienced moments of wonder?	Structure (Myths and Legends) Is it ok to sometimes to give up?	Pitch (Musical Me) What makes me unique?
LKS2 A	Recorders How does learning something new help me grow as a person?	Recorders How can encouraging others help everyone succeed?	Inspired by India: Musical improvisations What happens when I am brave enough to try something different?	Music Technology; introduction to music technology How can technology help us share music with people around the world?	Reggae Rhythms Playing in a band What makes a team work well together?	Baroque meets pop: Building harmony How can different ideas come together to create something beautiful?
LKS2 B	Singing in parts: Loops and layers What part do I play when working with others?	Music motifs: Reading the stave How can small things make a big difference?	Sounds of China: Scales and structure What can I learn from music that comes from a different culture?	Music Technology: Loop-base composition How can my creativity inspire others?	12 bar blues: Playing in a band. How do we support each other when things don't go to plan?	Minimalist melodies: Developing patterns Can repeating something simple create something beautiful?
UKS2 A	Music in nature: Chords and melodies – How does nature inspire the way I see the world?	Three chord pop: Playing in a band How can listening carefully help me value others?	West African rhythms: Create, play and perform What can another culture teach me about community?	Music Technology: Podcasts and Jingles How can my voice make a positive difference?	Stage and Song: Storytelling through music Whose stories deserve to be told?	Samba Sounds: Rhythm and Groove Why do people celebrate together?

UKS2 B	Ukuleles What does perseverance teach me about myself? 	Ukuleles How can my learning encourage someone else? 	Bhangra beats: Global Grooves How does celebrating different traditions encourage our community? 	Music Technology: Film Soundtracks How does music help us understand people's feelings? 	Theme and Variations: Developing Melodies How do I stay true to myself while continuing to grow? 	Leavers: Our Story in Song What kind of legacy do I want to leave for others? 
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Purple indicates a whole class instrumental programme as recommended by the DfE Model music curriculum 2021



National Curriculum Links

	Listening and evaluating	Creating Sound	Notation	Improvising and Composing	Performing
EYFS Reception	Listen carefully to rhymes and songs, paying attention to how they sound.	Hear and listen Move and dance Explore and sing Vocalize and sing		Sing songs, make music and dance and experiment with ways of changing them. Explores the different sounds of instruments.	Perform well known nursery rhymes and familiar songs.
KS1	Listen with concentration and understanding to a range of high-quality live and recorded Music. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match').	Experiment with, create, select and combine sounds using the inter-related dimensions of music.	Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.	Create their own songs or improvise a song around one they know.	Play tuned and untuned instruments musically. Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
KS2	Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.		Develop an understanding of the history of music. Use and understand staff and other musical notations	Improvise and compose music for a range of purposes. using the inter-related dimensions of music.	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

Listening and Evaluation

	EYFS Reception	KS1	LKS2	UKS2
Listening and responding to music	To listen attentively and move to music. Talk about how a piece of music makes them feel.	Describe music and sounds in simple terms using basic musical vocabulary.	Use active listening to make simple connections and comparisons between own compositions and performances, and those of other musicians.	Use active listening to make simple connections and comparisons between own compositions and performances, identifying the use of musical devices (e.g. Canon, Ostinato, Repetition, Sequence)
Analysing	To identify and imitate sounds from a variety of music.	To identify some common instruments when listening to music.	To identify common features of musical genres.	To discuss musical eras, identifying how they have influenced each other.
Evaluating	To show preferences for certain music or sounds.	To state what they enjoyed about a peers' performance.	To use musical vocabulary when discussing improvements to their own and other's work.	To use musical vocabulary correctly when describing and evaluating the features of a piece of music.
Cultural and historical awareness of music		To listen to music from a wide variety of cultures and periods of time.	To understand that music from different times, and parts of the world, has different features.	To confidently discuss the stylistic features of different genres, styles and traditions of music.

Creating Sound

	EYFS Reception	KS1	LKS2	UKS2
Interrelated Dimensions of music	Pulse, pitch	Dynamics, rhythm, pitch, tempo	Dynamics, rhythm, pitch, tempo, timbre, structure	Dynamics, pitch, tempo, timbre, structure, texture, duration
Genre/Style	Musical stories Big Band Celebration music	Musical storytelling Folk songs Fairytale Space Myths and Legends	Ballads Jazz Samba and Carnival Chinese New Year	Blues Musical Theatre Film War songs

Notation

	EYFS Reception	KS1	LKS2	UKS2
Understanding notation		To recognise pitch patterns using dots and pictures. To know that notation is read from left to right.	To understand how notes are represented in graphic notation.	To understand how notes are represented in 'staff' notation.
Representing pitch and rhythm		To know that pictorial representations can show higher and lower sounds. To develop an awareness of how of how marks can show single beats and rests.	To use a graphic notation to record music. To perform from basic staff notation.	To use staff notation to record music. To perform with accuracy and fluency from staff notation including sharps and flats.

Improvising and Composing

	EYFS Reception	KS1	LKS2	UKS2
Stimulus and purpose	To explore and imitate sounds in response to events and stories.	To create a sound response to a variety of stimuli (nature, artwork, story).	To compose a piece of music, in a given style, with voices, bodies and instruments.	To compose a piece of music in a chosen style, with voices, bodies and instruments.
Improvising	To explore and imitate sounds.	To improvise simple question and answer phrases, using body percussion and voices.	To improvise in a given style using voices and untuned percussion.	To improvise in a chosen style using a range of instruments.
Creating and selecting sounds	To experiment with creating sounds in different ways.	To create short sequences of sounds, with voice or an instrument. To adapt rhythmic patterns by changing dynamics, tempo or instrument.	To develop melodies within a given structure, using the interrelated dimensions of music they have been taught.	To develop melodies, for a range of purposes using all the interrelated dimensions of music.
Sequencing	To play sounds at the relevant point in a storytelling.	To play and combine sounds under the direction of a leader (the teacher). To work collaboratively to combine sounds either playing together or taking turns.	To compose a piece with a simple structure (binary and ternary verse/ chorus).	To compose a piece with a more complex structure (introduction/ outro, twelve bar blues).

Performing

NB: Listening and Evaluation should be taught in every unit.

	EYFS Reception	KS1	KS2	UKS2
Awareness of music	To begin to maintain a steady beat. To chant songs and rhymes in unison.	To sing songs in unison. To begin to play a basic melody on tuned percussion. To clap and perform simple rhythms on untuned percussion. To use dynamics within performances.	To sing songs with more than one part (e.g. round). To play a melody on an instrument that they have been taught. To manage changes of tempo in a performance.	To maintain a second or third part within a song (e.g. harmony). To play a simple chord progression. To perform using all of the inter-related dimensions of music they have been taught.
Awareness of self and others	To face the audience when performing. To start and stop at the appropriate time under the guidance of a teacher.	To keep instruments still until their part in a performance. To follow a leader to start and end a piece appropriately.	To perform actively as part of a group whilst keeping time. To follow a leader's gestures for dynamics.	To maintain their part when playing as part of a group. To follow a leader's gestures for changes in dynamics and tempo.

Topic Overviews for Planning and Assessment

Prior knowledge and skills	Knowledge and skills to be taught	Next step skills
KS1 Cycle A Tempo – Snail and Mouse How can we be patient with others? 		
To sing a range of well-known nursery rhymes and songs.	To clap and perform simple rhythms on untuned percussion. To explore tempo. To adapt rhythmic patterns by changing dynamics, tempo or instrument. To sing songs in unison. To develop an awareness of how of how marks can show single beats and rests. To follow a leader to start and end a piece appropriately.	To perform rhythmic patterns accurately at different tempos. To recognise and describe changes in tempo. To use tempo to create mood and effect in a composition. To sing with a consistent tempo and good control. To read and perform simple rhythms, from notation. To respond confidently to a conductor's cues to maintain tempo during a performance.
Key Vocabulary		
Singing voice, slow	Beat, tempo, pattern, warm up, unison, single beat, rest	Rhythm, rhythm pattern, notation
Instruments		
Voice and body percussion, shakers & claves		
Prior knowledge and skills	Knowledge and skills to be taught	Next step skills
KS1 Cycle A Dynamics – seaside How do you feel when things are loud or quiet? 		
Sing a range of well-known nursery rhymes and songs.	To understand how music can represent an environment. To understand how dynamics can represent changes in an environment.	To compose music that represents a scene using a range of musical elements. To use contrasting dynamics to create mood and atmosphere.

	To create a seaside soundscape. To know how dynamics can represent environments. To create and represent sounds using symbols.	To compose a soundscape using dynamics, tempo and pitch. To explain how dynamics can change the mood and meaning of a piece of music. To compose and record music using simple standard notation and musical symbols.
Key Vocabulary		
Singing voice, loud, quiet	Instrument, dynamics, seaside, soundscape, symbol, volume	Structure, graphic notation, melodies, binary
Instruments		
Body, voice and range of percussion		

Prior knowledge and skills	Knowledge and skills to be taught	Next step skills
KS1 Cycle A Sound Patterns – Fairy Tales Is there such a thing as an angel? 		
To sing a range of well-known nursery rhymes and songs. To perform songs, rhymes, poems and stories with others and – when appropriate – try to move in time	To create a sound response to a variety of stimuli (nature, artwork, story). To create short sequences of sounds, with voice or an instrument.	To compose sound patterns to represent a stimulus using musical elements. To compose and repeat rhythmic and melodic patterns.

with music.	To play and combine sounds under the direction of a leader (the teacher). To keep instruments still until their part in a performance. To follow a leader to start and end a piece appropriately.	To perform different musical patterns accurately within a group. To demonstrate good ensemble skills by entering and stopping at the correct time. To perform confidently by responding to a conductor's or leader's cues.
Key Vocabulary		
Voice	Character, sound pattern, instrument, rhythm	Ostinato, melody, structure, ensemble
Instruments		
Woodblocks, claves, drums, rainmakers, castanets, boomwhackers		

Prior knowledge and skills	Knowledge and skills to be taught	Next step skills
KS1 Cycle A Pitch and Tempo – Superheroes What makes someone an everyday hero? 		
To sing a range of well-known nursery rhymes and songs.	To create a sound response to a variety of stimuli (nature, artwork, story). To create short sequences of sounds, with voice or an instrument. To play and combine sounds under the direction of a leader (the teacher). To recognise pitch patterns using dots and pictures. To follow a leader to start and end a piece appropriately.	To compose music with a clear purpose using pitch and tempo. To compose longer melodic phrases. To perform accurately within an ensemble. To understand how notes are represented in notation. To follow a leader's gestures for pitch and tempo.
Key Vocabulary		
High, low	Pitch pattern, soundscape, performance, pitch, tempo	Graphic notation, melody, melodic phrase
Instruments		
Glockenspiels, vocals		

Prior knowledge and skills	Knowledge and skills to be taught	Next step skills
KS1 Cycle A Musical Symbols – Under the sea How do I feel when I discover something new? 		
To perform songs, rhymes, poems and stories with others and – when appropriate – try to move in time with music.	To create a sound response to a variety of stimuli (nature, artwork, story). To create short sequences of sounds, with voice or an instrument. To play and combine sounds under the direction of a leader (the teacher). To recognise pitch patterns using dots and pictures. To follow a leader to start and end a piece appropriately.	To compose a piece of music, in a given style. To compose and record simple musical phrases using notation. To perform from simple notation as part of a group. To recognise and read simple notes. To perform confidently by following a conductor's or leader's cues.
Key Vocabulary		
Loud, quiet	Pitch, dynamics, rest, sound pattern, tempo	Graphic notation, stave notation, gesture, musical phrase
Instruments		
Glockenspiels, chime bars, triangles		

Prior knowledge and skills	Knowledge and skills to be taught	Next step skills
KS1 Cycle B Call and Response – Animals Why should we care for animals and living things? 		
To perform songs, rhymes, poems and stories with others and – when appropriate – try to move in time	To improvise simple question and answer phrases, using body percussion and voices.	To improvise in a given style using voices and untuned percussion.

with music.	To create short sequences of sounds, with voice or an instrument.	To compose and perform longer musical phrases.
	To clap and perform simple rhythms on untuned percussion.	To perform rhythmic patterns accurately using a range of percussion instruments.
	To adapt rhythmic patterns by changing dynamics, tempo or instrument.	To develop rhythmic patterns by changing dynamics, tempo and texture.
	To work collaboratively to combine sounds either playing together or taking turns.	To perform confidently with others, combining different musical parts.
Key Vocabulary		
Clap	Call and response, sound pattern, dynamics	Musical phrase, rhythmic patterns, texture
Instruments		
Glockenspiels, chime bars, triangles		

Prior knowledge and skills	Knowledge and skills to be taught	Next step skills
KS1 Cycle B Instruments – Musical Storytelling How can music help us understand someone else's story? 		
To perform songs, rhymes, poems and stories with others and – when appropriate – try to move in time with music.	To create a sound response to a variety of stimuli (nature, artwork, story). To create short sequences of sounds, with voice or an instrument. To adapt rhythmic patterns by changing dynamics, tempo or instrument. To play and combine sounds under the direction of a leader (the teacher). To work collaboratively to combine sounds either playing together or taking turns	To compose music that represents a story, character or scene using musical elements. To compose and perform structured musical phrases using voices and instruments. To develop musical ideas by changing dynamics, tempo, pitch and timbre. To perform an independent part accurately within a group performance. To compose and perform collaboratively, combining different musical parts.
Key Vocabulary		
Stories, loud, quiet	Dynamics, encore, instrumental sound, sound effect, tempo, orchestra	Binary, ternary, verse, chorus,
Instruments		
Claves, woodblock, triangle, drum, castanets		

Prior knowledge and skills	Knowledge and skills to be taught	Next step skills
KS1 Cycle B Singing – On this Island What makes me feel at home and safe? 		
To sing a range of well-known nursery rhymes and songs. To perform songs, rhymes, poems and stories with others and – when appropriate – try to move in time with music.	To sing songs in unison. To know that notation is read from left to right. To create a sound response to a variety of stimuli (nature, artwork, story). To work collaboratively to combine sounds either playing together or taking turns. To keep instruments still until their part in a performance. To create short sequences of sounds, with voice or an instrument.	To sing with accuracy, expression and control. To read and follow simple standard notation when performing. To compose music to represent a stimulus. To perform different musical parts within a group. To perform in an ensemble by listening to others. To compose and perform simple melodies and rhythmic patterns.
Key Vocabulary		
Loud, quiet	Composer, composition, dynamics, inspiration, pitch	Structure, binary, ternary
Instruments		
Voice		

Prior knowledge and skills	Knowledge and skills to be taught	Next step skills
KS1 Cycle B Contrasting Dynamics – Space When have you experienced moments of wonder? 		
To perform songs, rhymes, poems and stories with others and – when appropriate – try to move in time with music.	To use dynamics within performances. To create a sound response to a variety of stimuli (nature, artwork, story). To create short sequences of sounds, with voice or an instrument. To play and combine sounds under the direction of a leader (the teacher). To recognise pitch patterns using dots and pictures. To follow a leader to start and end a piece appropriately.	To use a range of dynamics to create mood and effect in a performance. To compose a piece of music, in a given style. To develop melodies within a given structure. To perform different musical parts accurately within a group. To recognise and perform pitch patterns using simple notation. To follow a leader's gestures for dynamics.
Key Vocabulary		
Fast, slow	Composer, dynamics, pitch pattern, planet, representation, soundscape, tempo	
Instruments		
Glockenspiels, chime bars, triangles		

Prior knowledge and skills	Knowledge and skills to be taught	Next step skills
KS1 Cycle B Structure – Myths and Legends Is it ok to sometimes to give up? 		
To sing a range of well-known nursery rhymes and songs. To perform songs, rhymes, poems and stories with others and – when appropriate – try to move in time with music.	To create a sound response to a variety of stimuli (nature, artwork, story). To begin to play a basic melody on tuned percussion. To create short sequences of sounds, with voice or an instrument. To work collaboratively to combine sounds either playing together or taking turns. To keep instruments still until their part in a performance. To follow a leader to start and end a piece appropriately.	To compose a piece of music, in a given style, with voices, bodies and instruments. To play a melody on an instrument that they have been taught. To develop melodies within a given structure. To compose a piece with a simple structure. To perform actively as part of a group whilst keeping time. To follow a leader's gestures for dynamics.
Key Vocabulary		
	Legend, myth, composition, notation, rest, rhythm, structure, tempo, two half beats, one beat, pulse, rest	Binary, ternary
Instruments		
Woodblocks, claves, drums, rainmakers, castanets, boomwhackers		

Prior knowledge and skills	Knowledge and skills to be taught	Next step skills
KS1 Cycle B Pitch – Musical Me What makes me unique? 		
Sing a range of well-known nursery rhymes and songs. To perform songs, rhymes, poems and stories with others and – when appropriate – try to move in time with music.	To recognise pitch patterns using dots and pictures. To know that notation is read from left to right. To know that pictorial representations can show higher and lower sounds. To sing songs in unison. To create short sequences of sounds, with voice or an instrument. To adapt rhythmic patterns by changing dynamics, tempo or instrument.	To use a graphic notation to record music. To sing songs with more than one part (e.g. round). To play a melody on an instrument that they have been taught. To follow a leader's gestures for changes in dynamics and tempo.
Key Vocabulary		
Low, high	Dot, musical sentence, notation, phrase, pitch, pitch pattern, stave	Graphic notation
Instruments		
Glockenspiels		

Prior knowledge and skills	Knowledge and skills to be taught	Next step skills
LKS2 Cycle A Recorders How does learning something new help me grow as a person? 		
To hold and play a classroom instrument correctly. To play a small number of notes on a tuned instrument. To perform a melody using a small number of notes. To recognise changes in pitch when listening and performing. To create patterns of notes. To use symbols to represent music when performing. To perform in a group with others.	To know the correct posture and how to hold the recorder. My fingers cover the correct holes to play the different notes. To can play the notes B, A, G on the recorder. To recognise and play the note C. To improve a melody using the notes B, A, G and C. To read and play the note D. To play a melody using the notes we have learnt.	To demonstrate good playing technique on a taught instrument. To play a wider range of notes accurately on a taught instrument. To perform longer melodies with increasing accuracy and fluency. To recognise and perform an extended ranges of notes confidently. To improve an develop melodies using a wider range of notes. To read and perform music confidently from standard stave notation. To perform melodies confidently as part of an ensemble.
Key Vocabulary		
Beat, pulse, pitch, tempo, perform	Recorder, posture, stave, note	Notation, phrase, accuracy
Recorders		

Prior knowledge and skills	Knowledge and skills to be taught	Next step skills
LKS2 Cycle A Recorders		
How can encouraging others help everyone succeed? 		
To recognise and play a small number of notes on a tuned instrument. To recognise that different symbols can represent sounds. To perform simple melodies using a small number of notes. To use symbols to represent a pattern of sounds. To perform a melody with a steady pulse.	To recap the notes B, A, G, C. To recognise different note lengths on the stave. To play melodies using the notes B,A,G,C. To read and play the note D. To read and play the 5 notes taught on the recorder.	To play an extended range of notes accurately on a taught instrument. To read and perform a range of note lengths from standard notation. To perform longer melodies on a taught instrument. To read and perform a wider range of notes from standard stave notation. To read and perform music confidently and independently on a taught instrument.
Key Vocabulary		
Beat, pulse, pitch, tempo, perform	Recorder, posture, stave, note	Notation, phrase, accuracy
Recorders		

Prior knowledge and skills	Knowledge and skills to be taught	Next step skills
LKS2 Cycle A Inspired by India: Musical improvisations		
What happens when I am brave enough to try something different? 		
To create simple musical ideas through improvisation.	To improvise using features of Northern Indian music.	To improvise confidently using features of different musical styles.

NB: Listening and Evaluation should be taught in every unit.

To create a simple melody using a small number of sounds.

To perform a steady pulse or simple repeated rhythm.

To change tempo and dynamics to create different moods.

To perform simple musical ideas with others.

To improvise a simple melody using a pentatonic scale.

To create and perform a drone alongside a rhythmic pattern.

To create an improvised piece of music showing contrast.

To perform a group improvisation by combining the melody, drone and rhythm.

To use and develop melodies using a range of notes and scales.

To perform an accompaniment using a drone, chords or rhythmic patterns.

To use a range of musical elements to create contrast and expression.

To perform confidently in an ensemble, combining different musical parts.

Key Vocabulary

Dynamics, note, pitch

Drone, improvise, melody, musical contrast, pattern, pentatonic scale, rhythmic pattern, structure

Ensemble, variation, phrase, ostinato, accompaniment

Instruments

Glockenspiels, chime bars, boomwhackers, voice, recorders

Prior knowledge and skills	Knowledge and skills to be taught	Next step skills
LKS2 Cycle B Music technology: Introduction to music technology How can technology help us share music with people around the world? 		
Key Vocabulary		
Instruments		
iPads		

Prior knowledge and skills	Knowledge and skills to be taught	Next step skills
LKS2 A Reggae Rhythms: Playing in a band What makes a team work well together? 		
To keep a steady beat while performing. To play a repeated pattern of notes.	To keep the beat while performing a reggae bass line. To play two-note chords in time with reggae music.	To maintain an independent bass line with an ensemble performance. To play a range of chord patterns.

To play a melody with a steady beat.

NB: Listening and Evaluation should be taught in every unit.

To play syncopated rhythms with accuracy.

To learn a song in a given style.

To write song lyrics inspired by reggae music.

To write lyrics that reflect the style and message of a song.

To keep in time when performing with others.

To perform a piece of music as a band.

To perform confidently as part of an ensemble.

Key Vocabulary

Beat, note, pattern

Bass line, chord, melody

Accompaniment, syncopation, ensemble,

Instruments

Glockenspiels, chime bars

Prior knowledge and skills

Knowledge and skills to be taught

Next step skills

LKS2 Cycle A

Baroque meets pop: Building harmony

How can different ideas come together to create something beautiful?



NB: Listening and Evaluation should be taught in every unit.

Key Vocabulary

Instruments

Glockenspiels, chime bars, untuned percussion, own instruments

LKS2 Cycle B

NB: Listening and Evaluation should be taught in every unit.

Prior knowledge and skills	Knowledge and skills to be taught	Next step skills
LKS2 Cycle B Singing in Parts: Loops and Layers What part do I play when working with others? 		
To sing simple melodies. To recognise high and low pitches. To recognise loud and quiet sounds. To identify if a melody moves higher, lowers or stays the same. To experiment with vocal sounds, pitch and dynamics.	To sing my part in a performance. To use drawings to represent pitch. To explore dynamics through singing and movement. To compose a melody using steps and leaps. To create and perform a vocal composition.	To perform confidently in a group of 3. To describe pitch movement using musical vocabulary. To explain how dynamics change the mood of the music and apply purposefully in performance. To compose a melody using steps and leaps to create different musical effects. To refine and perform a vocal composition to represent a scene or event.
Key Vocabulary		
Compose, pitch, loud, quiet	In time, leap, melody, step, slide, practise	Ensemble, harmony, ascending, descending
Instruments		
Glockenspiel, voices		

NB: Listening and Evaluation should be taught in every unit.

Prior knowledge and skills	Knowledge and skills to be taught	Next step skills
LKS2 Cycle B Musical motifs: Reading the stave How can small things make a big difference? 		
To recognise that symbols can represent musical sounds. To follow simple graphic notation to perform short musical patterns. To recognise and describe changes in pitch. To represent high and low sounds using simple symbols or graphic notation. Follow simple visual representations of music.	To know what a stave is and recognise some notes on it. To play short phrases by reading notes on the stave. To recognise how pitch is used for effect in motifs. To notate pitch accurately on the stave. To read notation accurately to play a motif.	To read and interpret a wider range of notes on the stave. To read and perform more complex melodies accurately from standard stave notation. To compose and develop motifs using pitch to create musical effect and expression. To use standard stave notation accurately when composing and recording melodies. To interpret and perform motifs and melodies confidently from standard stave notation.
Key Vocabulary		
High, low, symbol, perform	Motif, notation, notes, phrases, stave	Bar, time signature,
Instruments		
Glockenspiels, chime bars		

NB: Listening and Evaluation should be taught in every unit.

Prior knowledge and skills	Knowledge and skills to be taught	Next step skills
LKS2 Cycle B Sounds of China: Scales and structure What can I learn from music that comes from a different culture? 		
To identify how music can represent movement and tell a story. To create and repeat a simple rhythmic pattern. To create a simple melody. To identify changes in tempo and dynamics, To create a soundscape.	To describe some features of the dragon dance. To create and layer simple rhythmic loops. To compose a short melody using the pentatonic scale. To make musical choices to show changes in tempo, dynamics and mood. To use layered rhythmic loops and melodies to soundtrack a story.	To explain how music represents a story or event. To compose and perform layered rhythmic ostinatos. To compose and develop melodies using scales and musical structure. To use tempo, dynamics and other musical elements to create mood and expression. To compose, perform and refine a multi-layered piece to reflect a narrative.
Key Vocabulary		
Compose, dynamics, tempo	Melody, musical contrast, pentatonic scale, rhythmic loop, structure	Ostinato, multi-layered, texture
Instruments		
Voices		

NB: Listening and Evaluation should be taught in every unit.

Prior knowledge and skills	Knowledge and skills to be taught	Next step skills
LKS2 Cycle B Music technology: Loop-base composition <i>How can my creativity inspire others?</i> 		
Key Vocabulary		
Instruments		
iPads		

NB: Listening and Evaluation should be taught in every unit.

Prior knowledge and skills	Knowledge and skills to be taught	Next step skills
LKS2 Cycle B 12 bar blues: Playing in a band <i>How do we support each other when things don't go to plan?</i> 		
Key Vocabulary		
Instruments		

NB: Listening and Evaluation should be taught in every unit.

Prior knowledge and skills	Knowledge and skills to be taught	Next step skills
LKS2 Cycle B Minimalist Melodies: Developing Melodies <i>Can repeating something simple create something beautiful?</i> 		

Key Vocabulary		
Instruments		

NB: Listening and Evaluation should be taught in every unit.

Prior knowledge and skills	Knowledge and skills to be taught	Next step skills
UKS2 Cycle A Music in Nature: Chords and Melodies How does nature inspire the way I see the world? 		
To recognise and use loud and quiet sounds to create different effects.	To explore how dynamics can be used to create a nature soundscape.	To use dynamics purposefully to communicate mood and atmosphere.
To create a simple melody.	To create and perform melodies inspired by clouds.	To refine a melody to make it more expressive.

To perform simple chord patterns with accuracy. To compose a melody to represent a visual stimulus. To compose and perform simple melodies using pitch and dynamics.	To compose a chord pattern using contrasting chords. To perform a melody that represents the forest. To compose and perform a piece of music inspired by the Northern Lights.	To select and combine contrasting chords to create different musical effects. To perform expressively and make deliberate musical choices to communicate mood and atmosphere. To compose and perform using melody, harmony and dynamics.
Key Vocabulary		
Chords, dynamics, melody, rhythm	Clashing chord, crescendo, diminuendo, drone, musical contrast, piano, forte, musical contrast	Layering, control, expression, interpretation
Instruments		
Glockenspiels, vocals, own instruments		

NB: Listening and Evaluation should be taught in every unit.

Prior knowledge and skills	Knowledge and skills to be taught	Next step skills
UKS2 Cycle A Three-chord pop: Playing in a band  How can listening carefully help me value others?		
To sing clearly with a steady pulse.	To apply simple singing techniques.	To apply a range of singing techniques to perform with expression and control.
To play a simple bass line while keeping a steady beat.	To play a bass line for following a given pattern.	To perform and adapt bass lines independently in different musical styles.
To play simple chords.	To play a chord sequence.	To perform and create chord sequences to accompany melodies.
To rehearse and improve a group performance.	To develop rehearsing and performing techniques.	To refine performances by evaluating and improving technique and musical expression.
To perform accurately as part of a group.	To perform confidently in a group.	To perform confidently and independently as part of an ensemble.
Key Vocabulary		
Bass line, chord, melody	Chord sequence, singing technique, rehearse	Interpretation, expression, musicianship, articulation
Instruments		
Glockenspiels, chime bars, drums, percussion		

NB: Listening and Evaluation should be taught in every unit.

Prior knowledge and skills	Knowledge and skills to be taught	Next step skills
UKS2 Cycle A West African rhythms: Create, play and perform What can another culture teach me about community? 		
Key Vocabulary		
Instruments		

NB: Listening and Evaluation should be taught in every unit.

Prior knowledge and skills	Knowledge and skills to be taught	Next step skills
UKS2 Cycle A Music Technology: Podcasts and jingles How can my voice make a positive difference? 		
Key Vocabulary		
Instruments		

NB: Listening and Evaluation should be taught in every unit.

Prior knowledge and skills	Knowledge and skills to be taught	Next step skills
UKS2 Cycle A Stage and Song: Storytelling through music What stories deserve to be told? 		

Key Vocabulary		
Instruments		

NB: Listening and Evaluation should be taught in every unit.

Prior knowledge and skills	Knowledge and skills to be taught	Next step skills
UKS2 Cycle A Samba Sounds: Rhythm and groove <i>Why do people celebrate together?</i> 		
Key Vocabulary		
Instruments		

NB: Listening and Evaluation should be taught in every unit.

Prior knowledge and skills	Knowledge and skills to be taught	Next step skills
LKS2 Cycle A Ukuleles <i>What does perseverance teach me about myself?</i> 		
	To play the note A on the ukulele.	
	To play the notes B and C on the ukulele.	

	To play the notes E and F on the ukulele. To play the notes G and low C on the ukulele. To play the note D and D chord.	
Key Vocabulary		
Ukuleles		

NB: Listening and Evaluation should be taught in every unit.

Prior knowledge and skills	Knowledge and skills to be taught	Next step skills
LKS2 Cycle A Ukuleles What does perseverance teach me about myself? 		
To play simple melodies using notes read from the stave. To read and play a wider range of notes accurately.	To learn the chords C and F on the ukulele. To learn the chords A and Am on the ukulele. To learn the chords G and Dm on the ukulele.	To perform and change between chords fluently in a range of musical styles. To recognise and perform major and minor chords confidently.

To perform melodies with increasing accuracy and fluency. To perform melodies with good technique and control. To read and perform music from notation. To perform a melody on a taught instrument.	To learn the chord Em on the ukulele. To learn the chord G7. To play a range of chords.	To use chord sequences to accompany melodies. To perform chord progressions with accuracy, fluency and expression. To identify and use a range of chords to create different musical effects. To perform and create music using a range of chords independently.
Key Vocabulary		
Recorder, note, melody, stave, posture	Ukulele, chord, strum, major, minor, fretting,	Chord progression, harmony, accompaniment, fingerpicking,
Ukuleles		

NB: Listening and Evaluation should be taught in every unit.

Prior knowledge and skills	Knowledge and skills to be taught	Next step skills
UKS2 Cycle A Bhangra Beats: Global grooves How does celebrating different traditions encourage our community? 		
Key Vocabulary		
Instruments		

NB: Listening and Evaluation should be taught in every unit.

Prior knowledge and skills	Knowledge and skills to be taught	Next step skills
UKS2 Cycle A Music Technology: Film soundtracks How does music help us understand people's feelings? 		
Key Vocabulary		
Instruments		

NB: Listening and Evaluation should be taught in every unit.

Prior knowledge and skills	Knowledge and skills to be taught	Next step skills
UKS2 Cycle A Theme and Variations: Developing melodies How do I stay true to myself while continuing to grow? 		

Key Vocabulary		
Instruments		

NB: Listening and Evaluation should be taught in every unit.

Prior knowledge and skills	Knowledge and skills to be taught	Next step skills
UKS2 Cycle A Leavers: Our story in song What kind of legacy do I want to leave for others? 		
Key Vocabulary		

Instruments		

Instrument use in school: Untuned instruments

Untuned instruments are musical instruments that do not produce varied pitches or notes when played. This means they generally cannot play melodies or harmonies. Instead, untuned instruments are used to keep the pulse or add rhythm and texture to music. Through using the instruments in Group A, pupils develop their bilateral motor skills, as they use both hands and one hand has to cross the mid-line of their body. The instruments in Group B, develop pupils gross motor skills.

Group A

These are instruments that are particularly useful for keeping a beat.



claves



woodblock



drum



güiro



triangle

Group B

These are instruments that are particularly useful for adding expressive texture.



tambourine



egg shakers



maracas



rainstick

Instrument use in school: Tuned instruments

Tuned instruments, also referred to as pitched instruments, are designed to produce specific pitches or notes, enabling them to perform melodies. The Group C instruments listed here are played by striking, necessitating precise hand-eye coordination and careful control over the force exerted by the hands. For more complex compositions, these instruments may also demand bilateral coordination, requiring simultaneous and coordinated use of both sides of the body. Group D instruments necessitate a deeper understanding of how finger placement affects notes, as well as dexterity, making them slightly more complex in terms of learning the basic skills needed to produce and control pitches.

Group C



xylophone



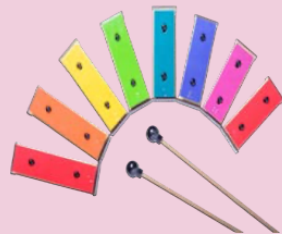
glockenspiel



**piano/
keyboard**



hand bells



chime bars

Group D



ukulele



recorder

If a music hub is brought in to teach your instrumental scheme, pupils may learn these instruments as part of the scheme. Subsequently, the skills acquired should be applied in future lessons where appropriate.

Oracy in Music

'Oracy is the ability to speak eloquently, to articulate ideas and thoughts, to influence through talking, to collaborate with peers and to express views confidently and appropriately.'

Oracy refers both to the development of speaking and listening skills, and the effective use of spoken language in teaching and learning. It is to speech what literacy is to reading and writing, and numeracy is to Maths.'

Speak for Change: Final report and recommendations from the Oracy All-Party Parliamentary Group Inquiry.

Learning *through* talk

At Kapow Primary, we believe it's crucial to provide pupils with opportunities for exploratory talk during their learning. This involves thinking aloud, questioning, discussing, and collaboratively building ideas.

Learning *to* talk

Similarly, developing oracy skills is essential for pupils to express and articulate themselves effectively across various contexts and settings, including formal ones like public speaking, debates, and interviews.

Through our Music curriculum, pupils have opportunities to develop their oracy skills by:

- Rehearsing as a group and singing as an ensemble.
- Listening with concentration and providing feedback about other children's and composers' work.
- Expressing opinions respectfully.
- Collaborating in a group.
- Discussing composition or personal preferences using musical vocabulary.
- Reasoning about instrument choices and justifying choices of instruments or sounds in compositions using musical vocabulary.
- Modifying tone of voice.
- Building confidence when using their voice.





