

MUSIC

National Curriculum Expectations

Purpose of Study

Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Aims

The national curriculum for history aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to 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 inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.



Statutory and Non-Statutory Frameworks:

EY	FS	K	S1	L	-KS2		UKS2
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
 Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they know. 	Development Matters: Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups.	and creativel and speaking rhymes • play tuned are instruments of listen with continuous and combine	ught to: es expressively y by singing songs chants and nd untuned	playing musi expression improvise ar related dime listen with a memory use and und appreciate a music drawr musicians	aught to: rform in solo and ensical instruments with nd compose music for ensions of music ettention to detail an	or a range of purposed recall sounds with the musical notation de range of high-qualitions and from grea	y, fluency, control and es using the inter- n increasing aural ns ality live and recorded



Play instruments with increasing control to express their feelings and ideas.	
Statutory Framework for the early years foundation stage ELG: Being Imaginative and Expressive ELG Children at the expected level of development will: - Sing a range of well-known nursery rhymes and songs; - Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.	Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.



Music at St Michael's CE **Primary School**

Our music curriculum gives all pupils the opportunity to learn about and develop a respect for a range of musicians: techniques and inspirations. Children resilience in mastering disciplinary responsibility for improving their work in response to feedback.



Links with other subjects English

- High quality texts
- Vocabulary and non-fiction writing
- Reasoning and inference

Maths

Number, measuring, direction, handling data

Big Ideas

Listen and Appraise:

Children explore and express ideas and feelings about music and also reflect on and improve own and others' work in relation to its intended effect.

Create and compose:

Children create music patterns moving onto exploring, choosing, combining and organising musical ideas with musical structures.

Perform and Share

Children learn to use their voices expressively, controlling their pitch and play tuned and unturned percussion with increasing accuracy.

'Without music, life would be a mistake '

Friedrich Nietzsche (German Philosopher)



Pedagogy

- Low stakes guizzing for long term memory
- Varied teaching and learning activities
- Thoughtful sequencing of content
- Specific teaching of vocabulary
- Higher order thinking tasks
- The opportunity to perform

Progress

- Units of work are carefully sequenced so prior knowledge and concepts are built upon
- Regular formative assessment and assessment for learning (including low-stakes quizzing) ensures gaps are filled
- Effective questioning and higher order thinking features in every lesson
- Progress and attainment within units is recorded and shared with all teaching staff
- Opportunities are provided for revisiting content or applying learning at greater depth.

Support

For staff:

- National Curriculum
- Charanga
- Knowledge organisers (from Charanga)

For Pupils:

- Ambitious targets
- Quality first planning and teaching to meet all needs
- Guidance from individual support plans
- Resources chosen which are accessible
- Children requiring support do not miss the same lesson every week



Long term plan over a 2-year cycle:

September 2022 then 2024

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
EYFS	Me	e!	My S	tories	Eve	ryone!
	explore: growing,	, homes, colour,		our imagination,	explore: family, friends, people	
	toys, how		Christmas, Festivals, Fairies,		and music fr	om around the
			Pirates, Treasur	e, Superheroes,	w	orld
			Let's pretend, O	nce upon a time		
KS1	Hey You!	Но Но Но	In the Groove	Zootime	Your	Reflect, rewind
	How pulse,	Festivals and	How to be in	Reggae and	Imagination	and replay
	rhythm and pitch	Christmas	the groove	animals	Using your	
	work together.	ork together.			imagination.	
			styles of			
			music.			
LKS2	Let Your Spirits	Glockenspiel 2	Three Little	Lean on Me	Bringing us	Reflect, rewind
	Fly	Exploring and	Birds	Soul/Gospel	Together	and replay
	RnB and other	developing	Reggae and	music and	Disco,	
	styles	playing skills	animals	helping one	friendship,	
		using the		another	hope and	
		glockenspiel			unity	
UKS2	Livin' On a	Classroom Jazz	Make you	You've got a	Dancing in	Reflect, rewind
	Prayer	2	feel my love	friend	the street	and replay
	Rock Anthems	Jazz,	Pop Ballads	The music of	Motown	
		improvisation		Carole King		
		and				
		composition				

September 2023 then 2015

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2	
EYFS	Our World		Big Bear Funk		Reflect, rewind and replay		
	explore: animals, jungle, minibeasts,		A Transi	A Transition Unit:		Consolidation of learning and	
	night and day, s	and and water,			contextualisir	ng the history of	
	seaside, seasons, weather, sea, space				m	nusic	



KS1	Hands, Feet	Rhythm in the	I wanna play	Round and	Friendship	Reflect,
	Heart	Way We Walk	in a band	round	Song	rewind and
	South African	and Banana Rap	Playing	Pulse, rhythm	A song about	replay
	music	Pulse, rhythm and	together in a	and pitch in	being friends	
		pitch, rapping,	band	different		
		dancing and		styles of		
		singing.		music.		
LKS2	Mamma Mia	Glockenspiel 1	Stop!	The Dragon	Blackbird	Reflect,
	ABBA's music	Exploring &	Writing lyrics	Song	The Beatles,	rewind and
		developing	linked to a	Music from	equality and	replay
		playing skills	theme	around the	civil rights	
				world,		
				celebrating		
				our		
				differences		
				and being kind		
				to one		
				another		
UKS2	Нарру	Classroom Jazz 1	A New Year	The Fresh	Music and	Reflect,
	Being happy!	Jazz and	Carol	Prince of Bel-	Me	rewind and
		Improvisation	Benjamin	Air	Create your	replay
			Britten's	Old School	own music	
			music and	Нір-Нор	inspired by	
			cover		your identity	
			versions		and women	
					in the music	
					industry	



Skills Progression (Spanish only in KS2)

Skills	EYFS	Key Stage 1		Lower Ke	y Stage 2	Upper Key Stage 2	
Progression							
Listen and	• To learn that	To learn how	• To learn how	To confidently	• To choose	To identify and	To identify and
respond	music can touch	they can enjoy	they can enjoy	identify and	what to	move to the pulse	move to the pulse
	your feelings.	moving to music	moving to	move to the	perform and	with ease.	with ease.
	• To enjoy	by dancing,	music by	pulse.	create a	 To think about 	 To think about
	moving to music	marching, being	dancing,	• To think about	programme.	the message of	the message of
	by dancing,	animals or pop	marching,	what the words	● To	songs.	songs.
	marching, being	stars.	being animals	of a song mean.	communicate	• To compare two	• To compare two
	animals or Pop		or pop stars.	 To take it in 	the meaning of	songs in the same	songs in the same
	stars.		 To learn how 	turn to discuss	the words and	style, talking about	style, talking
			songs can tell a	how the song	clearly	what stands out	about what stands
			story or	makes them	articulate them.	musically in each	out musically in
			describe an	feel.	 To talk about 	of them, their	each of them,
			idea.	• Listen	the best place	similarities and	their similarities
				carefully and	to be when	differences.	and differences.
				respectfully to	performing and	 Listen carefully 	 Listen carefully
				other people's	how to stand or	and respectfully to	and respectfully to
				thoughts about	sit.	other people's	other people's
				the music.	 To record the 	thoughts about	thoughts about
					performance	the music.	the music.
					and say how	When you talk	 Use musical
					they were	try to use musical	words when
					feeling, what	words.	talking about the
					they were	 To talk about 	songs.
					pleased with	the musical	 To talk about
					what they	dimensions	the musical
					would change	working together	dimensions
					and why.	in the Unit songs.	working together
						 Talk about the 	in the Unit songs.



		,	To the state of th		, , , , , , , , , , , , , , , , , , , ,	1	,
						music and how it	 Talk about the
						makes you feel.	music and how it
							makes you feel,
							using musical
							language to
							describe the
							music.
Explore and	Find the pulse	Create rhythms	Listen and sing	a. Bronze: Clap	a. Bronze: Clap	Challenge o Find	Find the pulse
create	by copying a	for others to	back. Use your	and say back	and say back	the pulse O Lead	 Lead the class
	character in a	сору	voices to copy	rhythms b.	rhythms b.	the class by	by inventing
	nursery rhyme,	Listen and sing	back using 'la',	Silver: Create	Silver: Create	inventing rhythms	rhythms for them
	imagining a	back, and some	whilst marching	your own simple	your own	for others to copy	to copy back
	similar character	different vocal	the steady	rhythm patterns	simple rhythm	back o Copy back	Copy back
	or object and	warm-ups. Use	beat.	c. Gold: Perhaps	patterns c.	two-note riffs by	three-note riffs by
	finding different	your voices to		lead the class	Gold: Perhaps	ear and with	ear and with
	ways to keep the	copy back using		using their	lead the class	notation o	notation
	pulse.	ʻla'.		simple rhythms	using their	Question and	 Question and
					simple rhythms	answer using two	answer using
						different notes	three different
							notes
Singing	To sing along	• Learn about	• Learn about	• To sing in	• To sing in	• To sing in unison	• To sing in unison
	with a pre-	voices, singing	voices singing	unison and in	unison and in	and to sing	and to sing
	recorded song	notes of different	notes of	simple two-	simple two-	backing vocals.	backing vocals.
	and add actions.	pitches (high and	different	parts.	parts.	To enjoy	 To demonstrate
	To sing along	low).	pitches (high	 To 	 To 	exploring singing	a good singing
	with the backing	 Learn that they 	and low).	demonstrate a	demonstrate a	solo. To listen to	posture.
	track.	can make	Learn that	good singing	good singing	the group when	 To follow a
		different types of	they can make	posture.	posture.	singing.	leader when
		sounds with their	different types	To follow a	To follow a	 To demonstrate 	singing.
		voices – you can	of sounds with	leader when	leader when	a good singing	To experience
		rap or say words	their voices –	singing.	singing.	posture. ● To	rapping and solo
		in rhythm.	you can rap			follow a l	singing.



at St Wichder's CE Filliary School								
	● Learn to start	(spoken word	To enjoy	To enjoy	eader when	 To listen to each 		
	and stop singing	with rhythm).	exploring	exploring	singing.	other and be		
	when following a	Learn to find	singing solo.	singing solo.	 To experience 	aware of how you		
	leader.	a comfortable	To sing with	To sing with	rapping and solo	fit into the group.		
		singing	awareness of	awareness of	singing.	To sing with		
		position.	being 'in tune'.	being 'in tune'.	 To listen to each 	awareness of		
		 Learn to start 	To have an	To rejoin the	other and be	being 'in tune'.		
		and stop	awareness of	song if lost.	aware of how you			
		singing when	the pulse	 To listen to 	fit into the group.			
		following a	internally when	the group when	To sing with			
		leader.	singing.	singing.	awareness of			
					being 'in tune'.			
Playing	● Treat	• Treat	To treat	To treat	Play a musical	 Play a musical 		
	instruments	instruments	instruments	instruments	instrument with	instrument with		
	carefully and	carefully and	carefully and	carefully and	the correct	the correct		
	with respect.	with respect.	with respect.	with respect.	technique within	technique within		
	● Play a tuned	Learn to play	 Play any one, 	Play any one,	the context of the	the context of the		
	instrumental part	a tuned	or all of four,	or all four,	Unit song.	Unit song.		
	with the song	instrumental	differentiated	differentiated	 Select and learn 	 Select and learn 		
	they perform.	part that	parts on a tuned	parts on a tuned	an instrumental	an instrumental		
	● Learn to play	matches their	instrument – a	instrument – a	part that matches	part that matches		
	an instrumental	musical	one-note,	one-note,	their musical	their musical		
	part that	challenge, using	simple or	simple or	challenge, using	challenge, using		
	matches their	one of the	medium part or	medium part or	one of the	one of the		
	musical	differentiated	the melody of	the melody of	differentiated	differentiated		
	challenge, using	parts (a one-	the song) from	the song from	parts – a one-note,	parts – a one-		
	one of the	note, simple or	memory or	memory or	simple or medium	note, simple or		
	differentiated	medium part).	using notation.	using notation.	part or the melody	medium part or		
	parts (a one-note	Play the part	To rehearse	To rehearse	of the song from	the melody of the		
	part, a simple	in time with the	and perform	and perform	memory or using	song from		
	part, medium	steady pulse.	their part within	their part within	notation.	memory or using		
	part).	Listen to and	the context of	the context of	To rehearse and	notation.		
		follow musical	the Unit song.	the Unit song.	perform their part			



	at st monder s ce i milary sonosi								
		Listen to and	instructions	To listen to	 To listen to 	within the context	• To rehearse and		
		follow musical	from a leader.	and follow	and follow	of the Unit song.	perform their part		
		instructions from		musical	musical	 To listen to and 	within the context		
		a leader		instructions	instructions	follow musical	of the Unit song.		
				from a leader	from a leader.	instructions from a	 To listen to and 		
					 To experience 	leader.	follow musical		
					leading the	To lead a	instructions from		
					playing by	rehearsal session.	a leader.		
					making sure		To lead a		
					everyone plays		rehearsal session.		
					in the playing				
					section of the				
					song.				
Composition		 Help to create 	 Help create 	 Help create at 	 Help create at 	 Create simple 	 Create simple 		
		a simple melody	three simple	least one simple	least one simple	melodies using up	melodies using up		
		using one, two or	melodies with	melody using	melody using	to five different	to five different		
		three notes.	the Units using	one, three or	one, three or all	notes and simple	notes and simple		
		Learn how the	one, three or	five different	five different	rhythms that work	rhythms that work		
		notes of the	five different	notes.	notes.	musically with the	musically with the		
		composition can	notes.	Plan and	Plan and	style of the Unit	style of the Unit		
		be written down	Learn how	create a section	create a section	song.	song.		
		and changed if	the notes of the	of music that	of music that	Explain the	Explain the		
		necessary.	composition	can be	can be	keynote or home	keynote or home		
			can be written	performed	performed	note and the	note and the		
			down and	within the	within the	structure of the	structure of the		
			changed if	context of the	context of the	melody.	melody.		
			necessary	unit song.	unit song.	Listen to and	Listen to and		
				Talk about	Talk about	reflect upon the	reflect upon the		
				how it was	how it was	developing	developing		
				created.	created.	composition and	composition and		
				Listen to and	Listen to and	make musical	make musical		
				reflect upon the	reflect upon the	decisions about	decisions about		
				developing	developing	how the melody	how the melody		



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				composition and	composition	connects with the	connects with the
				make musical	and make	song.	song.
				decisions about	musical	 Record the 	Record the
				pulse, rhythm,	decisions about	composition in any	composition in
				pitch, dynamics	pulse, rhythm,	way appropriate	any way
				and tempo.	pitch, dynamics	that recognises	appropriate that
				 Record the 	and tempo. ●	the connection	recognises the
				composition in	Record the	between sound	connection
				any way	composition in	and symbol (e.g.	between sound
				appropriate that	any way	graphic/pictorial	and symbol (e.g.
				recognises the	appropriate	notation).	graphic/pictorial
				connection	that recognises		notation)
				between sound	the connection		
				and symbol (e.g.	between sound		
				graphic/pictorial	and symbol (e.g.		
				notation).	graphic/pictorial		
				-	notation).		
Share and	 Perform any of 	Choose a song	• Choose a	• To choose	• To choose	• To choose what	• To choose what
perform	the nursery	they have learnt	song they have	what to perform	what to	to perform and	to perform and
	rhymes by	from the Scheme	learnt from the	and create a	perform and	create a	create a
	singing and	and perform it.	Scheme and	programme. ●	create a	programme.	programme.
	adding actions	They can add	perform it.	To communicate	programme.	• To communicate	 To
	or dance.	their ideas to the	They can add	the meaning of	Present a	the meaning of the	communicate the
	Perform any	performance.	their ideas to	the words and	musical	words and clearly	meaning of the
	nursery rhymes	 Record the 	the	clearly articulate	performance	articulate them.	words and clearly
	or songs adding	performance and	performance.	them.	designed to	 To talk about 	articulate them.
	a simple	say how they	 Record the 	 To talk about 	capture the	the venue and	 To talk about
	instrumental	were feeling	performance	the best place to	audience.	how to use it to	the venue and
	part.	about it	and say how	be when	 To 	best effect.	how to use it to
	 Record the 		they were	performing and	communicate	 To record the 	best effect.
	performance to		feeling about it.	how to stand or	the meaning of	performance and	 To record the
	talk about.			sit.	the words and	compare it to a	performance and
					clearly		compare it to a



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		 To record the 	articulate them.	previous	previous
		performance	 To talk about 	performance.	performance.
		and say how	the best place	 To discuss and 	 To discuss and
		they were	to be when	talk musically	talk musically
		feeling, what	performing and	about it – "What	about it – "What
		they were	how to stand or	went well?" and	went well?" and
		pleased with	sit.	"It would have	"It would have
		what they	 To record the 	been even better	been even better
		would change	performance	if?"	if?"
		and why.	and say how		
		·	they were		
			feeling, what		
			they were		
			pleased with		
			what they		
			would change		
			and why.		

Promoting SMSC and British Values in Music

Spiritual	Moral	Social	Cultural
 The chance to reflect on events, opinions, composers, music, songs, instruments and different styles of music through music lessons. The chance for children of all abilities to partake in collaborative activities and encourage reflection in a positive, non-judgemental way. 	 When considering different viewpoints about various pieces of music and the impact they have on individuals, we encourage children to consider and respect the viewpoints of others with regards to personal preferences. Opportunities to learn about historical attitudes to different types of music. 	 The structure of techniques in music give pupils the skills and setting to participate and cooperate. This helps increase participation as music lessons are generally practical. Music lessons which encourage action and help pupils develop and form relationships give pupils the skills to work in different social contexts. 	Music and performances are chosen carefully and selected so as to understand, accept, respect and celebrate diversity and cultural differences.



			•	
Teachers encourage children to	•	• C	Children of all abilities have	
make contributions and take		a	ccess to the music curriculum,	
part in performances and to		a	nd it is often an area where	
listen to those of others. This		tł	he less able achieve. This	
helps to ensure an ethos of		ir	nclusive approach models	
mutual respect and tolerance.		a	ctive participation.	
 Use of imagination and 		• P	Participation in music as part of	
creativity through composing		а	group develops social skills.	
and improvisation.				
Working as part of a team,				
listening to others and reflecting				
upon their own experiences				
enhance their sense of				
enjoyment through playing as				
part of group and feeling part of				
a team. (performing together				
and learning the violin in class				
tuition)				

	Democracy 🕩		The Rule of Law		Individual Liberty		Respect 🕪	Tolerance of those with different faiths
0	Pieces of group work such as composition and performances allow children to ensure and explore the value of all contributions in a group. Participation by all, as in a democratic system, is encouraged and enabled through	0	Freedom of expression is promoted as children have the opportunity to compose and perform creative work. Working in a group context, either as a whole class or as part of a composition group or ensemble requires sets	0	Music encourages freedom of expression and an exploration of emotions evoked by and shown in music.	0 0 0	and considered reflection. Awareness and appreciation learning about musicians at When composing and listed to respond to the work of the impact of their words of respectful constructive	on of other cultures through and different genres ening, pupils are taught how others, taking into account on others, developing the art criticism.



initiatives such as whole	of clear rules and	chance to experience performances, helping them to
school/key-stage fairness/respect which		develop a sense of empathy which ties in with
singing.	are always	promoting tolerance. Pupils are also taught that
 Turn taking, sharing and 	communicated clearly	different pupils may have different opinions about
the safe use of	by teachers.	pieces of music.
equipment are essential	 Elements of music are 	 Teachers encourage children to make contributions and
elements of music.	governed by rules and	take part in performances and to listen to those of
	patterns; the children	others. This helps to ensure an ethos of mutual respect
	are encouraged to	and tolerance.
	understand these and	
	explore the effect when	
	rules and patterns are	
	not followed.	