

# Music Curriculum



**'I don't want to change the world with music, I like songs to be listened to for modern consumption. Good music doesn't have an expiration date.'**

**Freddie Mercury**



# Curriculum Intent

At Longford Primary Academy, our broad and ambitious curriculum opens our children's eyes to the world around them; extends opportunity and raises aspirations enabling our children to become independent, forward thinking and confident learners who are adaptable to modern advances with the ability to shape their own futures. The curriculum at Longford is designed to give all pupils the knowledge and cultural capital they need to leave our academy as educated citizens and to succeed in life.

The intent of our Music curriculum is to develop children as responsible citizens, enthusiastic learners, and critical thinkers through a comprehensive and engaging study of music. Classrooms are engaging and supportive learning environments, which strive to inspire a lifelong love for music and a curiosity to explore and learn continuously. At Longford we seek to empower students to become not only skilled musicians but also thoughtful, informed, and creative individuals who contribute positively to their communities and the world at large. Our music education will foster students' understanding of social, cultural, and ethical issues and we aim to foster a deep appreciation for music from various cultures, genres, and historical periods.

# National Curriculum Aims

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

## KS1

- use voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music

## KS2

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- 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.



# Attainment Targets

## EYFS – Early learning goals

The revised Early Learning Goals make fewer specific references to music, but they can be met through regular music practise:

**Communication and Language**- All musical interactions require children to listen, and there are many opportunities arising from this to respond through actions or discussion, where music provokes a reaction or conversation.

**Personal, Social & Emotional** -These require children to work and play cooperatively and take turns with others, regulate their behaviour, and follow instructions involving several ideas or actions, all of which is met through children copying actions to a song, handling instruments and following instructions about how to play them, all whilst exercising some self-control when faced with the exciting prospect of having musical props and instruments to explore.

**Physical Development**-Handling instruments and moving to music provides excellent opportunities for children to work as they negotiate space safely, move energetically through dancing, and use a range of small tools, such as shakers, scarves and rhythm sticks.

**Literacy**-Songs are a great way to reinforce the concept of story-telling, and to introduce new vocabulary to children that they might not otherwise have opportunities to explore.

**Mathematics**- Music is made up of recurring patterns, and number sequences, and through counting and moving to a steady beat or rhythm, singing songs involving numbers, repeating number sequences to count the beat.

**Understanding The World**-Music is a universal language and provides superb opportunities to help children to develop an awareness and understanding of other people, cultures and the world around. Exploring songs and music from a rich variety of cultural and geographical backgrounds, as well as music from a variety of eras helps children to work towards the Understanding the World Early Learning Goal, as they explore similarities and differences between different religious and cultural communities, between life in this country and life in other countries, between things in the past and now, as well as exploring the world around them.

**Expressive Arts And Design**-Music is an expressive art, and therefore children explore through singing a range of well-known nursery rhymes and songs, performing songs and rhymes, moving in time with music, and making use of props and materials as they explore home-made instruments, children are given the creative freedom to express themselves and explore their musical potential.

# Attainment Targets

Key stage 1	Key stage 2
<p>KS1</p> <ul style="list-style-type: none"><li>• Use voices expressively and creatively by singing songs and speaking chants and rhymes</li><li>• Play tuned and un-tuned instruments musically</li><li>• Listen with concentration and understanding to a range of high-quality live and recorded music</li></ul>	<p>KS2</p> <ul style="list-style-type: none"><li>• Play and perform in solo and ensemble contexts, using their voices and playing instruments with increasing accuracy, fluency, control and expression</li><li>• Improvise and compose music for a range of purposes using the inter-related dimensions of music</li><li>• Listen with attention to detail and recall sounds with increasing aural memory</li><li>• Use and understand staff and other musical notations</li><li>• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li></ul>

# Implementation

Our Music curriculum is taught progressively which begins in Early Years, where the children's musical awareness is developed to support their imagination and creativity. This early love of music is developed throughout the school, whereupon children are encouraged to perform, rehearse, sing and explore their own musicality. From Y1, music is delivered using Charanga model music curriculum V2 that ensures children of all abilities in Y1-6 sing, listen, play and perform plus using resources within the Charanga site. This is a spiral curriculum, and units of work gradually increase in difficulty as all children progress through the year groups in at least 30 minute activities (in KS1/KS2) which allows for practice. Teaching will also include a passion for music, in which children learn to appreciate music and develop a life-long love of music, develop their skills; knowledge and understanding, to enable them to become confident performers, composers and listeners. Through singing songs /playing tuned and un-tuned instruments, composing music and responding to music that they listen to, children learn about the structure and organisation of music. We teach technical vocabulary such as volume, pitch, beat and rhythm and encourage children to discuss music using these terms. Previous skills and knowledge are returned to for retrieval, lessons incorporate independent tasks, paired and group work as well as improvisation and teacher led performances. Charanga ensures children learn how to play instruments including wind, string and percussion (includes a class set of xylophones, recorders for years 3-4, guitars for years 5&6, with the inclusion of technology (iPads) for recording/evaluation and accessing online resources.

Each Christmas, EYFS, KS1 and KS2 perform a Nativity play where all children come together to learn and perform a variety of new and traditional songs/carols alongside the telling of the nativity story through drama. At Harvest and Easter, specific year groups in KS2 learn a selection of appropriate songs for parents and the rest of the school. Y6 produce and perform a musical production which incorporates singing, dancing and acting at the end of their primary journey. In addition, weekly singing assemblies with a focus on traditional, religious, cultural and inspirational songs are practiced; plus a weekly celebration assembly for the children to perform for parents the weekly song. Various concert opportunities are given -Young Voices for KS2 with a follow up concert for parents and children, Y5 local schools singing competition with connections to local primary and high schools. We also offer lunchtime recorder and singing clubs.

Charanga's English Model Music Curriculum Scheme is aligned with the National Curriculum for Music and the non-statutory Model Music Curriculum (MMC) Guidance published by the DfE in 2021. The spiral design of this scheme provides the opportunity for children to be immersed in music-making activities that deepen over the course of the six school years. More specifically, musical elements and concepts that are introduced to young children are continually revisited in more complex and intricate ways as children progress through subsequent year groups. As lessons progress through the units and year groups, key learning is repeated, musical skills are reinforced, and the learning deepens. Children quickly become familiar with the musical activities, through which they acquire new, or reinforce previous, musical knowledge and understanding. This spiraled approach leads to more secure, deeper learning and musical mastery, enabling children to develop their knowledge and understanding of music as it relates to culture and their world experiences both in and outside of school

- **Activate** - Lessons start with simple warm-ups like clapping rhythms, vocal exercises, or body percussion to get students physically engaged. Play a short, engaging piece of music that showcases the concept of the lesson (e.g., tempo, dynamics, melody, rhythm). Briefly introduce the musical concept, instrument, or skill for the lesson, linking it to the music just heard or moved to in an interactive way.
- **Discover** - Children experiment with instruments and their voices, exploring the concept introduced in the Activate stage. Children work into small groups to try different rhythms, melodies, or movements and listen and identify the concept in different musical examples and ask questions about what they hear. They use visual aids such as musical notation, or pictures to help explain the concept.
- **Practice** – Using repetition children practice the concept or skill as a whole class, in groups, or individually also call-and-response exercises to reinforce rhythms, melodies, or vocal skills. Charanga enables gradual increase in difficulty of the task as children become more comfortable with the concept. Adaptations are made to cater to SEND learners will be beneficial to all learners.
- **Reflect** – Children to share what they enjoyed or found challenging about the lesson and to assess their own progress – what did they do well, and what could they improve? Provide opportunities for children to give and receive constructive feedback and allow children to draw or write about the lesson, capturing their thoughts, feelings, and understanding of the concept using ICT. New learning is reviewed/re-visited to address misconceptions, prevent forgetting and to link new learning to future learning.

# Curriculum Overview

What units of study are in the curriculum?

KS1		Lower KS2		Upper KS2	
Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
<b>Au 1:</b> My musical heartbeat <b>Au2:</b> Vocals (sing - Units of work-Dancing in the street) Christmas performance	<b>Au 1:</b> Pulse, rhythm & pitch <b>Au2:</b> Vocals (Sing-Units of work-Happy) Christmas performance	<b>Au 1:</b> Writing music down <b>Au2:</b> Vocals (Sing section- 2 part film-Matilda-When I grow up) Christmas performance	<b>Au 1:</b> Musical structures <b>Au2:</b> Vocals (Sing section-2 part well known songs- ballads- You raise me up) Christmas performance	<b>Au 1:</b> Developing ensemble skills <b>Au2:</b> Vocals (Sing section-2 part film-film musicals-Pure Imagination)- Christmas performance (melody & harmony)	<b>Au 1:</b> Music & technology <b>Au2:</b> Vocals (Sing section- 2 part film songs-Hallelujah) Christmas performance (melody and harmony)
Sp 1: Playing in an orchestra  Sp 2: Exploring sounds	Sp 1: Dance, sing & play  Sp 2: Inventing a musical story	Sp 1: Compose using your imagination  Sp 2: Vocals (sing section- units of work) Blackbird: The Beatles	Sp 1: Compose with your friends  Sp 2: Vocals (sing section- units of work) Mamma Mia: Abba	Su 1: Guitar course-The beginner guitarist-book 1  Su 2: Guitars- Rock school/ composing & chords	Sp 1: Guitar course-The beginner guitarist-book 2  Sp 2: Guitars-Rock school/creative composition
Su 1: Recognising different sounds  Su 2: Having fun with improvisation	Su 1: Learning to listen  Su 2: Exploring improvisation	Su 1: Recorder music world course  Su 2: Recorder (woodwind-recorder)/enjoying improvisation	Su 1: Recorder music world course  Su 2: Recorder (expression(woodwind-recorder) & improvisation	Su 1: Freedom to improvise  Su 2: Vocals (sing section- units of work) Y5 – Don't stop believing: Journey Y6 - performance	Su 1: Improvising with confidence  Su 2: Vocals (sing section- units of work) Y5 – Fresh Prince of Bel Air: Will Smith Y6 - performance

# KS1 National Curriculum Coverage

How does the curriculum meet the KS1 content requirements?

National curriculum areas	Cycle A	Cycle B
<b>Use voices expressively and creatively by singing songs and speaking chants and rhymes</b>	How to sing with expression and confidence to an audience? How to improve singing voices using the dimensions of music?	How to sing songs following a melody using expression and create dramatic effects? How to improve listening skills, find a steady beat and copy-back with improvised singing?
<b>Play tuned and untuned instruments musically</b>	How to control the playing of an instrument to achieve the characteristics and timbre of the sound desired? How to play in a group?	How to perform simple patterns and accompaniments, keeping to a steady pulse? How to play in a group?
<b>Listen with concentration and understanding to a range of high-quality live and recorded music</b>	What to do to move in time and copy back rhythms? What are and how to identify and match sounds to different feelings, moods, thoughts?	What is needed to copy simple rhythmic patterns? How can music be used to create different moods and effects which communicate ideas?
<b>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</b>	What is improvisation? How to create sound sequences experimenting with different musical elements?	What is composing? How to create and order sound sequences which have a beginning, middle and ending, showing different musical elements?



# KS2 National Curriculum Coverage

How does the curriculum meet the KS2 content requirements?

	LKS2: Cycle A	LKS2: Cycle B	UKS2: Cycle A	UKS2: Cycle B
<b>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</b>	How to sing songs in tune, showing clear diction and control of voice? How to control the playing of an instrument to achieve the characteristics and timbre of the sound desired?	How to sing songs in tune from memory with accurate pitch, showing awareness of others' parts? How to control the playing of an instrument to achieve the characteristics and timbre of the sound desired?	How to sing/play an instrument by ear or with notation? How to sing songs in tune, breathing well and pronouncing words, changing pitch and showing control in singing? How to hold a part in a round?	How to sing/play an instrument by ear or with notation? How to sing from memory with confidence, expressively and in tune. Sing a harmony part confidently and accurately? How to control the playing of an instrument to achieve the characteristics and timbre of the sound desired.?
<b>Improvise and compose music for a range of purposes using the inter-related dimensions of music</b>	What is needed to become skilled at improvisation? How to create short musical patterns with long and short sequences and rhythmic phrases?	What is needed to create music? How to improvise a range of related repeated patterns?	How do I use notes to improvise? How to use a variety of different musical devices including melody, rhythm and chords?	How do I use dynamics to improvise? How to improvise melodic and rhythmic phrases as part of a group performance?
<b>Listen with attention to detail and recall sounds with increasing aural memory</b>	What is musical language? How to listen to a composition and suggest how it could be changed, developed or improved?	What is style of music? How sounds can be combined and used expressively in pieces of music?	How to listen and copy? Describe how sounds can be combined and used expressively in pieces of music? How to compare different types of music using appropriate vocabulary?	How to analyse how sounds can be combined and used expressively in pieces of music? How to compare and evaluate different types of music using appropriate vocabulary?

# KS2 National Curriculum Coverage

How does the curriculum meet the KS2 content requirements?

	LKS2: Cycle A	LKS2: Cycle B	UKS2: Cycle A	UKS2: Cycle B
<b>Use and understand staff and other musical notations</b>	What is notation? How to Follow staff and coloured notation? What are the symbols for a rests in music and use silence for effect?	What are notes? What is staff and musical notation, knowing the duration of a minim, crotchet and semibreve and recognise these symbols? What are the symbols for a rests in music and use silence for effect?	How to play using notation? How to read the musical stave and work out the notes EGBDF and FACE? How to draw a treble clef at the correct position on the stave. Know and use the standard notation of minim, crotchet and semibreve?	What is the importance of rehearsal? How to read notes and know how many beats they represent? How to show understanding of major chords and how they are built?
<b>Develop an understanding of the history of music.</b>	Why is history of music important to understand? Notice and explore how music reflects time, place and culture? Recognise familiar genres and pieces of music by specific composer?	Why is history of music important to understand? Describe different purposes of music specific to a historical period or a culture? Recognise familiar genres and pieces of music by specific composers?	Why is understanding where music has come from important today? Describe and explain different cultural meanings and purposes of music, including contemporary music? Recognise familiar genres and pieces of music by specific composers?	Why is understanding where music has come from important today? Express opinions on the different cultural meanings and purposes of music, including contemporary music? Recognise familiar genres and pieces of music by specific composers?
<b>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</b>	How to express opinions about music? How to discuss the structures of songs. To explain what a main theme is and identify when it is repeated? How to talk about the words of a song. To think about why the song or piece of music was written?	How share opinions about music? How to discuss the structures of songs? To identify: • Call and response • A solo vocal or instrumental line and the rest of the ensemble • A change in texture • Articulation of certain words?	How to discuss likes or dislikes of music? How to justify personal opinions with reference to musical elements. To discuss the structure of the music with reference to verse, chorus, bridge, repeat signs, final chorus, improvisation, call and response and AB form?	How does music make feel? How to talk about feelings created by the music. Talk confidently and explore a range of musical styles and traditions and know their basic style indicators?

# Curriculum Structure

How is the curriculum structured?

Substantive Knowledge (Knowledge)			
<p>Progression is a cumulative experience of using and applying disciplinary and procedural knowledge gained (“know-how”) and made secure by repeated practice in different contexts, less a linear hierarchy of substantive knowledge and concepts. Learning is embedded by the application of what has previously been learned and remembered into new contexts.</p> <p><b>Golden Threads</b> Listen and appraise, Expression, Compose, Technique, Perform</p> <p><b>Substantive concepts</b> Substantive knowledge in Music refers to the inter-related dimensions of music (rhythm, pulse, pitch, tempo, dynamics, timbre, metre and structure)</p>			
<p><b><u>'Know that' knowledge</u></b> Knowledge of key facts from within each unit.</p>	<p><b><u>Notation knowledge</u></b> Any system used to visually represent music.</p>	<p><b><u>Composition/ improvisation knowledge</u></b> To understand pitch, articulation, rhythm, dynamics, timbre, texture, tempo</p>	<p><b><u>Performance knowledge</u></b> Play and perform in solo and ensemble contexts.</p>

# Curriculum Structure

How is the curriculum structured?

## Disciplinary Knowledge (Skills)

This is the application and interpretation of substantive knowledge (the inter-related dimensions of music) through performance, composition, appreciation and understanding of the history of music. Disciplinary knowledge in primary music encompasses the understanding and skills related to the practice, theory, and appreciation of music. This includes historical context, cultural significance, theoretical foundations, and practical skills.

**Musical key concepts (knowing that)-Thinking musically-**notation, rhythm and metre, pitch, dynamics and expression, form and structure

**Musical practice (knowing how)- working musically-** Practical Skills- instrumental skills, vocal skills, improvisation and composing, aural skills, listening and appraising, music criticism

**Musical application (knowing how to apply)-** Making use of music: applying knowledge, understanding and skills, cross disciplinary connections, technology in music, music history, cultural music traditions

## Enquiry curriculum design

- Curriculum Goals and Objectives
- Age-Appropriate Learning Objectives
- Teaching Methods
- Assessment and Evaluation
- Resources and Materials



# Golden Threads

What are the key themes of the curriculum?

## Listen and Appreciate

Children will foster a deep appreciation for music from various cultures, genres, and historical periods and explore the richness and diversity of musical traditions.



## Technique

Through individual and group activities, children will develop technical skills, coordination, and an understanding of musical concepts.



## Expression

Our curriculum encourages students to explore different aspects of music, including its theory, history, and technology.



## Compose

Children will engage in composing, arranging, and improvising music, expressing their own ideas and emotions using various tools and technology.








## Perform

Children will gain confidence and experience in performing solo and in ensembles, learning the importance of practice, discipline, and collaboration.



# Golden Threads

Which units of study are connected to which golden thread?

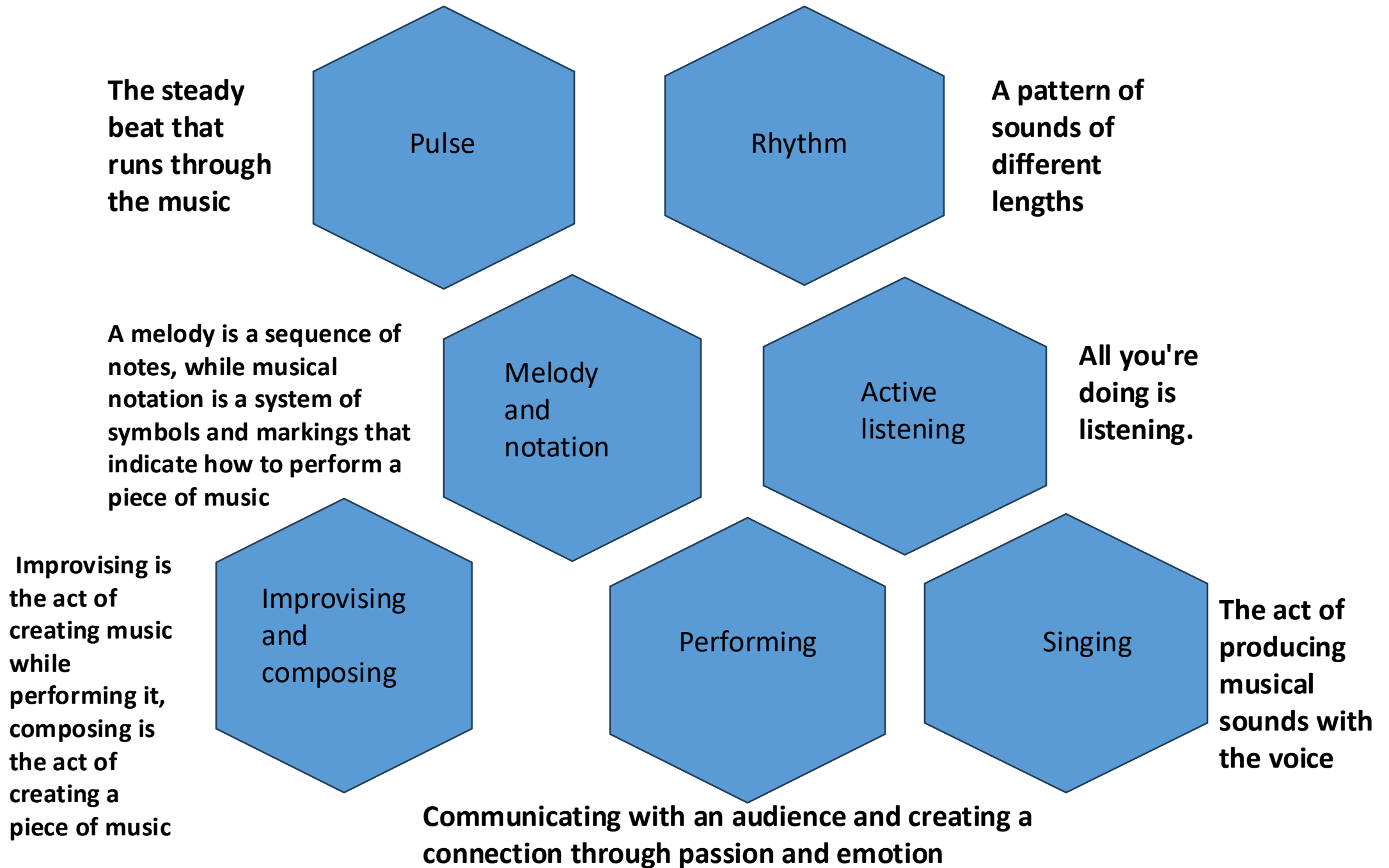
	KS1: A	KS1: B	LKS2: A	LKS2: B	UKS2: A	UKS2: B
<b>Listen and appraise</b> 	What instruments can be heard and identify them? Describe differences in tempo and dynamics? Give opinions?	What instruments can be heard and identify them? Describe differences in tempo and dynamics? Give opinions?	What instruments can be heard and identify them? Describe differences in tempo and dynamics? Give opinions about music?	Use musical language to describe and discuss music? How to mark the beat of a listening piece by tapping or clapping? Give opinions about what is heard?	How to use appropriate musical language to describe and discuss the music. Start to use musical concepts and elements with more confidence when talking about the music?	How to use appropriate musical language to describe and discuss the music. Start to use musical concepts and elements with more confidence when talking about the music?
<b>Compose</b> 	What is improvisation about when making up a very simple tunes? How to perform simple composition using values of notes using pulse, rhythm, pitch, tempo and dynamics?	When is composing like writing a story with music? How to perform simple composition/s using two, three, four or five notes using pulse, rhythm, pitch, tempo and dynamics?	How to become more skilled in improvising; trying more notes and rhythms, Including rests or silent beats?	How to create music with 'phrases' made up of notes, rather than just lots of notes played one after the other?	How to explore improvisation within major and minor scales, using the following notes: C, D, E $\flat$ , F, G C, D, E, F, G C, D, E, G, A F, G, A, B $\flat$ , C D, E, F, G, A?	How to experiment with using a wider range of dynamics, including very loud, very quiet, moderately loud and moderately quiet?
<b>Expression</b> 	How to talk about a performance; saying what was enjoyed and what could have been better? Share feelings about music history?	How to communicate the words of the song effectively? Discuss emotions and feelings on music history?	How to talk about a performance, considering what was good and what could be improved? Music history feelings?	How to talk about/evaluate a performance, considering what was good and what could be improved? Emotions	How to include musical ideas/passages within a rehearsal to enhance future performances? Appreciate how to express feelings about music history?	How to talk about a performance/ song and explain why the song/music was written? Understand own/others emotions of music history?
<b>Technique</b> 	How rhythm is a pattern of long and short sounds which are performed over the pulse of the music? How to recognise if the music is loud or quiet?	How the speed of the music changes, the tempo increases/decreases? What are signs and symbols that equate to note values?	How symbols can be written on a stave, to remember what is going to sing and play?	How to sing and play an instrument in different time signatures. That means counting 2, 3 or 4 in time to the music.?	What is formal, written notation which includes crotchets, minims and paired quavers and their equivalent rests on a stave?	What is formal, written notation which includes semibreves, triplets and dotted notes and recognise their position on a stave?
<b>Perform</b> 	How to collectively plan a performance, including activities appropriate for an audience? What is liked or enjoyed about the performance and what could have been better?	How to perform the song from memory? How to talk about my performance, considering what was good and what could be improved?	How to play/sing a part on a tuned instrument, by ear or from notation? How to play/sing the right notes with secure rhythms?	How to play/sing together with everybody while keeping the beat? How to listen to and follow musical instructions from a leader?	How to sing/play and continue <ul style="list-style-type: none"> <li>• Playing/sing the right notes with secure rhythms.</li> <li>• Rehearsing and performing parts within the context of the unit song.</li> <li>• Playing together with everybody while keeping the beat.</li> <li>• Listening to and following musical instructions from a leader.</li> <li>• Playing instruments with good posture.</li> <li>• Beginning to understand how to rehearse a piece of music in order to improve.</li> </ul>	

## What other key concepts develop throughout the curriculum?

[illegible]

# Music skills (Disciplinary concepts)

How are skills progressive throughout the curriculum?





# Music skills (Disciplinary concepts)

How are skills progressive throughout the curriculum?

Skills	National curriculum objectives	Disciplinary concept	EYFS	Year 1	Year 2
<b>Pulse</b>	Play tuned and untuned instruments musically	Practice Theory	Identify long and short, soft and loud, fast and slow sounds	Keep a steady pulse in a group and be able to pick out two steady tempos in music	Keep a steady pulse in a group and solo with musical accompaniment; demonstrate in 2 different time signatures ( 3 /4 and 4 /4)
<b>Rhythm</b>	Play tuned and untuned instruments musically	Practice Theory	Recognise and explore how sounds can be made	Repeat short basic rhythms to a given pulse and perform rhythmic ostinatos	Repeat longer basic rhythms using symbols/ notation (e.g. crotchets, quavers and minims).
<b>Melody and notation</b>	Play tuned and untuned instruments musically	Practice Theory Appreciation History of music	Use everyday language to describe sounds	Sing back short melodies that use 2 pitched notes; develop the concept of pattern work using rhythm grids	Sing back short melodies that use around 3 pitched notes; Perform from rhythmic notation including crotchets and minims
<b>Active listening</b>	Listen with concentration and understanding to a range of high-quality live and recorded music	Practice Theory Appreciation	Listen to and repeat simple patterns of sounds	Identify musical features in a range of high-quality live and recorded music; replicate basic rhythms heard	Identify where elements change (e.g. music gets faster or louder); replicate these changes in a performance
<b>Improvising and composing</b>	Experiment with, create, select and combine sounds using the inter-related dimensions of music.	Practice Theory	Recognise and identify changes in sounds and melodies	Improvise simple rhythms based on given stimuli (e.g. rhythm grids)	Repeat back longer basic rhythms from memory (at least 2 bars) and add imitations of the rhythms
<b>Performing</b>	Play tuned and untuned instruments musically. Use voices expressively and creatively	Practice Theory Appreciation History of music	Repeat and copy short rhythmic and melodic patterns	Perform together following instructions; Play simple rhythms on untuned percussion instruments and using body percussion	Perform with awareness of different parts, playing longer phrases on tuned percussion instruments and body percussion
<b>Singing</b>	Use voices expressively and creatively by singing songs and speaking chants and rhymes	Practice Theory Appreciation History of music	Join in familiar chants, rhythms and songs	Sing simple tunes confidently in unison, both acapella and accompanied	Sing simple songs confidently in rounds acapella and accompanied, with increasing accuracy and control of pitch

# Music skills (Disciplinary concepts)

How are skills progressive throughout the curriculum?

Skills	National curriculum objectives	Disciplinary concept	Year 3	Year 4	Year 5	Year 6
Pulse	Listen with attention to detail and recall sounds with increasing aural memory.	Practice Theory	Keep a steady pulse in a group and solo; demonstrate 2/4, 3/4 and 4/4 using at least 3 different tempos	On a tuned instrument, keep a steady pulse in: 2/4, 3/4 and 4/4 time signatures and using different tempos	On a tuned instrument, regularly and accurately perform pieces using at least 3 contrasting tempos and time signatures	When performing solo and in an ensemble, follow direction to change tempo accurately within pieces of music
Rhythm	Listen with attention to detail and recall sounds with increasing aural memory.	Practice Theory	Perform rhythms that are longer than 2 bars using crotchets, quavers, minims and their rests	Perform pieces with at least 2 rhythms happening together; recognise and clap back rhythms using single quaver rests	Perform pieces which use off-beat and dotted rhythms and single quaver rests	Perform pieces which use off-beat and syncopated rhythms in: 3 different time signatures and tempos
Melody and notation	Use and understand staff and other musical notations. Appreciate and understand a wide range of high-quality live and recorded music	Practice Theory Appreciation History of music	Perform and compose using at least 3 pitched notes and simple rhythms (crotchets, quavers, minims and rests)	Perform from and compose using 5 pitched notes (or 4 chords)	Perform from and compose using 5-8 pitched notes; capture the work in different formats so it can be recreated	Perform and compose using 8 pitched notes; Capture the work in different formats including staff notation so it can be recreated
Active listening	Listen with attention to detail and recall sounds with increasing aural memory. Develop an understanding of the history of music.. Appreciate and understand a wide range of high-quality live and recorded music	Practice Theory Appreciation	Identify and describe musical features in pieces from different traditions; sing or play back simple melodies that are heard	Identify and describe musical features in pieces from different traditions; sing or play back simple melodies that are heard	Whilst listening, pick out and perform syncopated and off-beat rhythms;	Talk about the key features of music including: Tempo, Metre Instrumentation, Melody
Improvising and composing	Improvise and compose music for a range of purposes using the inter-related dimensions of music. Develop an understanding of the history of music.	Practice Theory	Create basic 3 note tunes and simple rhythms using crotchets, quavers, minims and their rests	Improvise and compose tunes using 5 notes. Create developed rhythmic patterns (around 4 bars)	Create four bar melodies (in different tempos and time signatures that can be performed and include some off-beat rhythms	Improvise and compose extended pieces of music using up to 8 notes and a variety of rhythms, tempos and time signatures
Performing	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Practice Theory Appreciation History of music	Use tuned percussion/ melodic instruments as well as the voice to perform 3+ note melodies and simple rhythms	Perform 5+ note melodies (or 4+ chords) and more complex rhythms on tuned instruments	Perform 5-8 note melodies or developed chord progressions (e.g. 2+ chords per bar) and more complex rhythms	Perform confidently and accurately individually and as part of a group
Singing	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Practice Theory Appreciation History of music	Sing 2 part songs confidently in tune using a wider vocal range	Sing songs in two parts that have contrasting melodies and counter-melodies	Sing with increasing control of breathing, tone & projection with a range of at least 8 notes and pieces with at least 2 different parts	Sing expressively & musically, responding to the performance directions of the piece e.g. phrasing dynamics; sing more extended harmony parts

# Early Years Music





How does the curriculum connect to the Early Years Learning Goals?

In Early Years children will develop their knowledge about their immediate environment through observation, discussion, stories and maps. They will explore the natural world around them, including the seasons.

Nursery		Reception		ELG
Communication and language	Expressive arts and design	Communication and language	Expressive arts and design	Expressive arts and design <i>Being imaginative and expressive</i>
<ul style="list-style-type: none"> <li>• Sing a large repertoire of songs.</li> <li>• Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> <li>• Understand how to listen carefully and why listening is important.</li> </ul>	<ul style="list-style-type: none"> <li>• Use drawing to represent ideas like movement or loud noises.</li> <li>• Listen with increased attention to sounds.</li> <li>• Respond to what has been heard, expressing thoughts and feelings.</li> <li>• 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 songs or improvise a song around one they know.</li> <li>• Play instruments with increasing control to express feelings and ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>• Learn rhymes, poems and songs.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen attentively, move to and talk about music, expressing feelings and responses.</li> <li>• Watch and talk about dance and performance art, expressing feelings and responses.</li> <li>• Sing in a group or on own, increasingly matching the pitch and following the melody.</li> <li>• Explore and engage in music making and dance, performing solo or in groups.</li> </ul>	<p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with peers and teacher;</li> <li>• Sing a range of well-known nursery rhymes and songs</li> <li>• Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</li> </ul>

# Golden Threads

How can EYFS support the development of the golden thread?

<b>Listen and appraise</b> 	<p><b>Music Sessions:</b> Regularly include music sessions where children listen to various genres of music. Discuss the music, focusing on elements like rhythm, melody, and instruments used.</p> <p><b>Story Time:</b> Read stories and ask children to listen carefully, then appraise the story by asking questions about the characters, plot, and their favourite parts.</p> <p><b>Sound Exploration:</b> Use activities that involve listening to different sounds in the environment and appraising what they hear. This can include nature walks or sound matching games.</p>
<b>Compose</b> 	<p><b>Simple Composition Activities:</b> Encourage children to create their own songs, rhythms, or stories. Provide instruments like tambourines, maracas, and xylophones for musical composition.</p> <p><b>Group Projects:</b> Facilitate group activities where children can collaboratively create a piece of music, a story, or an artwork. This helps them understand composition as a collaborative process.</p> <p><b>Use of Technology:</b> Incorporate age-appropriate technology that allows children to experiment with sounds and compose music digitally.</p>
<b>Expression</b> 	<p><b>Creative Play:</b> Provide opportunities for children to engage in creative play, allowing them to express their emotions and ideas through role-play, storytelling, and using different materials like clay, paint, and musical instruments.</p> <p><b>Encouragement and Validation:</b> Offer positive reinforcement when children express their thoughts and feelings. Validate their expressions by acknowledging their efforts and encouraging them to explore further.</p> <p><b>Diverse Activities:</b> Include a range of activities that cater to different forms of expression such as dance, drama, and visual arts.</p>
<b>Technique</b> 	<p><b>Skill Development:</b> Introduce basic techniques for using art materials, musical instruments, and other creative tools. For instance, show them how to hold a paintbrush, play a simple rhythm on a drum, or use scissors safely.</p> <p><b>Guided Practice:</b> Provide guided practice sessions where children can improve their techniques under the supervision of an adult. Give them feedback to help them refine their skills.</p> <p><b>Repetition and Routine:</b> Include regular activities that allow children to practice their techniques. Repetition helps in skill mastery.</p>
<b>Perform</b> 	<p><b>Performance Opportunities:</b> Create opportunities for children to perform in front of others. This can be as simple as a show-and-tell session, a small group performance, or a class assembly.</p> <p><b>Supportive Environment:</b> Foster a supportive environment where children feel safe and confident to perform. Emphasize the enjoyment and learning aspects rather than perfection.</p> <p><b>Parental Involvement:</b> Invite parents to watch performances, which can boost children's confidence and create a sense of accomplishment.</p>



Inclusivity in Music																																																			
Nasen	Longford	Example																																																	
Ensuring that all aspects of learners’ involvement in music education is as inclusive as possible, is paramount. Music can form an effective method of communication, so including it as part of <b>repetitive routines</b> such as the attendance register, number and phonics learning, as well as other daily routines, can provide predictable, reassuring and memorable experiences for learners.	At Longford, each new music unit will follow the same routines using the Charanga website. In each lesson children will start with a: baseline quiz, understanding music, improvise together, listen and respond, learn to sing a song, play the instrument, perform. SEND children with the following issues are included: sensory, vocabulary retention, attention issues, literacy concerns, additional time to understand, physical disabilities are supported as follows: classroom environments are adapted for children with sensory needs as well as, small groups, work individually, time/movement breaks are given when and if required, pre-exposure to lesson content, dependent on need -a child may be given a role to support their interaction within each lesson, ear defenders, lighting in case of glare, repeated modelling, visual aids, digital aids.	<div><div><div>Baseline Quiz - Year 5</div><div>Musicianship Options</div><div>Understanding Music - Challenge 4</div><div>Improvise Together - Year 5 MMC (A Minor)</div><div>Listening</div><div>Listen and Respond - Ghost Parade</div><div>Singing</div><div>Learn to Sing the Song - Ghost Parade</div><div>Playing</div><div>Play Your Instruments with the Song - Ghost Parade</div><div>Performing</div><div>Perform the Song - Ghost</div></div><div><div>▶ Act 1 - First Notes</div><div>▶ Act 2 - Playing Together</div><div>▶ Act 3 - More Notes</div><div>▶ Act 4 - Finale</div><div>▶ Acts 1 and 2 - Student Practice Pack</div><div>▶ Acts 3 and 4 - Student Practice Pack</div></div></div>																																																	
Across both key stages, learners should be encouraged to perform, listen to, review, and evaluate a wide range of music from different genres. This is a key part of their primary experience as it supports the development of personal preferences, respect for the opinions of others and appreciation of the impact that music can have on mood.	Each lesson taught will also begin with a baseline quiz, which enables the teacher to assess learned and retained knowledge and then adapt accordingly. Music is taught weekly, therefore, while it is unlikely that children will have forgotten what they are learning about, it is important that within each new lesson a focus on what has been taught before is important.	<table><tr><th></th><th>AUTUMN 1</th><th>AUTUMN 2</th><th>SPRING 1</th><th>SPRING 2</th><th>SUMMER 1</th><th>SUMMER 2</th></tr><tr><td>1 PLANNING &amp; DOCUMENTS</td><td>My Musical Heartbeat 1 2 3 4 5 6</td><td>Dance, Sing and Play! 1 2 3 4 5 6</td><td>Exploring Sounds 1 2 3 4 5 6</td><td>Learning to Listen 1 2 3 4 5 6</td><td>Having Fun with Improvisation 1 2 3 4 5 6</td><td>Let's Perform Together! 1 2 3 4 5 6</td></tr><tr><td>2 PLANNING &amp; DOCUMENTS</td><td>Pulse, Rhythm and Pitch 1 2 3 4 5 6</td><td>Playing in an Orchestra 1 2 3 4 5 6</td><td>Inventing a Musical Story 1 2 3 4 5 6</td><td>Recognising Different Sounds 1 2 3 4 5 6</td><td>Exploring Improvisation 1 2 3 4 5 6</td><td>Our Big Concert 1 2 3 4 5 6</td></tr><tr><td>3 PLANNING &amp; DOCUMENTS</td><td>Writing Music: Down 1 2 3 4 5 6</td><td>Playing in a Band 1 2 3 4 5 6</td><td>Compose Using Your Imagination 1 2 3 4 5 6</td><td>More Musical Styles 1 2 3 4 5 6</td><td>Enjoying Improvisation 1 2 3 4 5 6</td><td>Opening Night 1 2 3 4 5 6</td></tr><tr><td>4 PLANNING &amp; DOCUMENTS</td><td>Musical Structures 1 2 3 4 5 6</td><td>Exploring Feelings: When You Play 1 2 3 4 5 6</td><td>Compose with Your Friends 1 2 3 4 5 6</td><td>Feelings Through Music 1 2 3 4 5 6</td><td>Expression and Improvisation 1 2 3 4 5 6</td><td>The Show Must Go On! 1 2 3 4 5 6</td></tr><tr><td>5 PLANNING &amp; DOCUMENTS</td><td>Melody and Harmony in Music 1 2 3 4 5 6</td><td>Sing and Play in Different Styles 1 2 3 4 5 6</td><td>Composing and Chords 1 2 3 4 5 6</td><td>Enjoying Musical Styles 1 2 3 4 5 6</td><td>Freedom to Improvise 1 2 3 4 5 6</td><td>Battle of the Band! 1 2 3 4 5 6</td></tr><tr><td>6 PLANNING &amp; DOCUMENTS</td><td>Music and Technology 1 2 3 4 5 6</td><td>Developing Ensemble Skills 1 2 3 4 5 6</td><td>Creative Composition 1 2 3 4 5 6</td><td>Musical Styles Connect Us 1 2 3 4 5 6</td><td>Improvising with Confidence 1 2 3 4 5 6</td><td>Farewell Tour 1 2 3 4 5 6</td></tr></table>		AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	1 PLANNING & DOCUMENTS	My Musical Heartbeat 1 2 3 4 5 6	Dance, Sing and Play! 1 2 3 4 5 6	Exploring Sounds 1 2 3 4 5 6	Learning to Listen 1 2 3 4 5 6	Having Fun with Improvisation 1 2 3 4 5 6	Let's Perform Together! 1 2 3 4 5 6	2 PLANNING & DOCUMENTS	Pulse, Rhythm and Pitch 1 2 3 4 5 6	Playing in an Orchestra 1 2 3 4 5 6	Inventing a Musical Story 1 2 3 4 5 6	Recognising Different Sounds 1 2 3 4 5 6	Exploring Improvisation 1 2 3 4 5 6	Our Big Concert 1 2 3 4 5 6	3 PLANNING & DOCUMENTS	Writing Music: Down 1 2 3 4 5 6	Playing in a Band 1 2 3 4 5 6	Compose Using Your Imagination 1 2 3 4 5 6	More Musical Styles 1 2 3 4 5 6	Enjoying Improvisation 1 2 3 4 5 6	Opening Night 1 2 3 4 5 6	4 PLANNING & DOCUMENTS	Musical Structures 1 2 3 4 5 6	Exploring Feelings: When You Play 1 2 3 4 5 6	Compose with Your Friends 1 2 3 4 5 6	Feelings Through Music 1 2 3 4 5 6	Expression and Improvisation 1 2 3 4 5 6	The Show Must Go On! 1 2 3 4 5 6	5 PLANNING & DOCUMENTS	Melody and Harmony in Music 1 2 3 4 5 6	Sing and Play in Different Styles 1 2 3 4 5 6	Composing and Chords 1 2 3 4 5 6	Enjoying Musical Styles 1 2 3 4 5 6	Freedom to Improvise 1 2 3 4 5 6	Battle of the Band! 1 2 3 4 5 6	6 PLANNING & DOCUMENTS	Music and Technology 1 2 3 4 5 6	Developing Ensemble Skills 1 2 3 4 5 6	Creative Composition 1 2 3 4 5 6	Musical Styles Connect Us 1 2 3 4 5 6	Improvising with Confidence 1 2 3 4 5 6	Farewell Tour 1 2 3 4 5 6
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Music can create challenges for learners with sensory issues. This needs to be considered when creating an effective learning environment.	Within each Music lesson a variety of sources/adaptations should be used to engage the children including –, photographs, video clips, carefully selected instruments, ICT, classroom setup, light/dark, noise, visual aids, word banks, distractions, movement breaks, small groups, pre-exposure to new unfamiliar sounds,.																																																		