



Music Curriculum Intent Statement

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. – The National Curriculum

Intent:

We have designed our Music curriculum so that our learners:

- Develop their musicality, so pupils appreciate and develop a life-long love of music.
- Become confident performers, composers and listeners.
- Experience a range of genres of music from around the world and across generations. This also gives our pupils opportunity to explore the British and other cultures.
- Develop their musical skills through singing, playing tuned and untuned instruments, composing music and responding to the music they hear.
- Develop an interest in a wider range of music outside, expanding their usual musical knowledge and preferences outside of school and being eager to share this with the school community.
- Develop excitement and enthusiasm to develop as musicality and performance skills. We hope children will access extracurricular music opportunities which our school provides links to e.g. Alford Silver Band.
- Develop transferrable skills which enrich their learning and benefit them in the wider world e.g. teamwork, leadership, creative thinking, decision-making and performance skills.



Implementation:

Our Music curriculum is taught:

- Progressively so that it begins in the Early Years, where the children's musical awareness is developed to support their imagination and creativity. This early love of music is then developed throughout the school where children are encouraged to further develop their musicality through performing as well as in music lessons.
- So that the individual strands of music are interwoven in lessons to create engaging, exciting learning that progressively develops pupils' musicality through each year group and key stage. Music lessons are structured so pupils access the key skills outlined in the Model Music Curriculum: singing, listening, composing, and performing.
- So pupils explore the history of music and the interrelated dimensions of music (rhythm, melody, harmony, dynamics, texture, timbre and structure).
- Pupils' knowledge is built upon each year, and they are taught how to sing fluently and expressively, play tuned and untuned instruments with accuracy and control. They will learn to recognise and name the interrelated dimensions of music and use these in their own composition and improvisations expressively.
- Using Kapow Primary's Music scheme of work. This ensures that prior skills and knowledge are revisited and built upon. As pupil progress develops, they will be able to undertake more complex tasks and engage with simple tasks with more ease and precision. Pupils' understanding of the history of music, composition skills and interrelated dimensions of music continually develop alongside this.
- So that pupils develop their musical skills and their understanding of how music works through a range of musical activities that explore a diversity of musical cultures and traditions. Pupils take part in weekly singing assemblies where they can hone their performance skills. They celebrate diversity by learning new songs from other cultures as well as learning new key vocabulary.
- So pupils have opportunity to perform to other classes as part of their class assemblies, developing their singing, rehearsing and performance skills.



- So that music is used across the curriculum to enrich other subjects and support long term memory of key facts such as times table songs/rhymes or historical facts.
- So pupils who want to learn to play a musical instrument can learn through the direction of specialised music teachers who visit the school to deliver lessons.

Impact:

By the time our pupils leave us at the end of KS2, they will:

The impact of the Music curriculum at Sutton-on-Sea Primary can be seen through:

- Our children being engaged and excited by our music curriculum. The skills that they are taught enable them to appreciate music throughout their lives and to pursue musical tuition further if they choose.
- Our children becoming confident performers, composers and listeners, who can express themselves musically inside and outside of school.
- Our children showing appreciation and respect for a range of musical genres across a variety of generations.
- Our children demonstrating and expressing enthusiasm for music in the curriculum and other musical opportunities in school.
- Our children meeting the expectations for the end of each key stage as outlined in the National Curriculum by developing their knowledge and skills through our Music curriculum.



Links to Research

Publication	Selected Recommendations	How are we applying these to our Curriculum?
Research review series: music - GOV.UK (www.gov.uk)	Published at a time when there is a focus on 'knowledge rich' curricula, this Ofsted research review looks at how tacit (experiential), procedural (skills) and declarative (facts) knowledge can help pupils 'become more musical'. It is really helpful to see types of knowledge broken down in this way, as the 'knowledge rich' approach can often result in reducing the curriculum down to the gathering of facts for regurgitation. This also reflects existing theories of musical knowledge (Swanwick et al.), which acknowledge that in music there is: • knowledge 'how' (skills/procedural) • knowledge 'about' (facts/declarative) and • knowledge of (links to, but broader than, experiential/tacit).	The Kapow Primary Music scheme of work is based on these three types of musical knowledge and, therefore, also covers the types of knowledge listed in this Ofsted research review. While we do offer supporting documentation for a declarative (facts-based) approach, such as knowledge organisers, catchers, and quizzes, our curriculum embraces the broader definition of knowledge as outlined in this research review, and is predominantly procedural (skills-based), delivered through tacit (experiential) and instructional learning.
The power of music to change lives: a national plan for music education - GOV.UK (www.gov.uk)	The plan identifies 'key common features of excellent provision' that the DfE would like to see offered in every school, and planned for within the school music development plan: • timetabled curriculum music of at least one hour each week of the school year for key stages 1–3 • access to lessons across a range of instruments, and voice • a school choir and/or vocal ensemble • a school ensemble/band/group • space for rehearsals and individual practice • a termly school performance • opportunity to enjoy live performances at least once a year	• Use of Lincolnshire Music Service to deliver individual and small group instrumental lessons • Use of Specialist teaching from Lincolnshire Music Service to deliver and Infant Music Programme to our Key Stage 1 class to ensure they have acquired the necessary knowledge and skills prior to transition into Key Stage 2 • Use of Specialist teaching from Lincolnshire Music Service to deliver a 12 week Whole Class instrumental programme to KS2 • Established School Choir • Termly performance opportunities • Visits planned to ensure children enjoy live music. • 1 hour timetabled music lesson each week



How learning in the Early Years Foundation Stage provides a range of experiences and a secure knowledge base, on which the curriculum in Music builds.

Child-led learning plays a large part in the Early Years curriculum, and rightly so. Supporting children in following and exploring their own interests allows for a greater depth of learning and understanding and much higher levels of well-being and involvement.

We support children in their use of music as part of child-led play, whether singing songs, listening to music, dancing or playing instruments. Thus allowing them to express their creativity and emotions, as well as reaching a deeper level of musical understanding.

Rather than creating an artificial learning opportunity, instead we wait until we observe that a child or group of children have shown a particular interest in a topic. We offer to help them enhance their chosen area of play by providing additional resources, demonstrating how to use existing resources or even using the computer. This could mean:

- Demonstrating how to play certain instruments
- Encouraging children to perform together as a group
- Starting to sing a familiar song and play an instrument, encouraging others to join in
- Clapping or tapping out a beat
- Providing lyrics to a song
- Using familiar, everyday objects to create new instruments and sounds
- Demonstrating how to use your body and voice as instruments
- Searching for and watching videos showing traditional dances
- Learning and practising traditional dances together
- Using a safe search engine to find out more information or facts about particular dances or music types
- Searching for and listening to music together
- Finding out about different music relating to customs and festivals that are important to the children

Children will display their musical knowledge through their play on a regular basis. We use the following list as a guide to know what to look out for, although it is obviously not an exhaustive list.

- Singing familiar songs to themselves or others



- Humming a tune
- Tapping or clapping beats or rhythms
- Using their bodies to make sounds (stamping, clapping, clicking fingers etc.)
- Using their voices to make or imitate sounds
- Creating or copying dances
- Creating or recreating songs either with or without instruments
- Experimenting with the sounds instruments make
- Creating instruments using junk modelling
- Singing and performing action songs
- Asking to listen to music
- Naming or talking about instruments
- Creating a band or performing a concert.

EYFS Music Curriculum		
Autumn 1	Autumn 2	Spring 1
<u>Exploring Sound</u>	<u>Celebration Music</u>	<u>Music and Movement</u>
Exploring how to use our voice and bodies to make sounds, experimenting with tempo and dynamic when playing instruments and identifying sounds in the environment	Learning about the music from a range of cultural and religious celebrations, including Diwali, Hanukkah, Kwanzaa and Christmas	Creating simple actions to songs, learning how to move to a beat and expressing feelings and emotions through movement to music
Spring 2	Summer 1	Summer 2
<u>Musical Stories</u>	<u>Transport</u>	<u>Big Band</u>
A unit based on traditional childrens' tales and songs, where pupils learn that music and instruments can be used to convey moods or represent characters	Children explore how they can use their voice and bodies to make sounds and experiment with tempo and dynamic when playing instrument	Learning about the four different groups of musical instruments, following a beat using an untuned instrument and performing a practised song to a small audience

Key Stage 1 Music Curriculum Overview



Year 1/2		
	Cycle A	Cycle B
Autumn 1	Keeping the pulse- Theme: My Favourite Things	Dynamics (Theme: Seaside)
	Why this, why now? The children will be developing their knowledge and understanding of pulse and rhythm – they will be able to • Clap the rhythm of their name in time to the pulse. • Sway or tap in time to the pulse. • Sing a rhythm in time with the pulse. • Copy rhythms based on word patterns using an instrument. • Keep the pulse while playing a rhythm on an instrument. • Follow instructions during a performance.	Why this, why now? Children will be able to use their musical knowledge of the dimensions of music to • Use appropriate, justified movements to represent dynamics. • Identify sounds within the music and describe them using adjectives. • Recreate sounds using voice or body and extend ideas by adding dynamics. • Create appropriate, original sounds with their voice and body. • Use instruments to create loud and soft sounds. • Justify instrument and sound choices. • Follow instructions during a performance. • Create and play a musical score that showcases understanding by using dynamic symbols.
Autumn 2	Tempo (Theme: Snail and Mouse)	Sound Patterns (Theme: Fairytales)
	Why this, why now? The children will: • Demonstrate slow and fast with their bodies and voices. • Demonstrate slow and fast beats while saying a rhyme and using an instrument. • Perform a song using a singing voice. • Perform with an instrument. • Observe others and move, speak, sing and play appropriately. • Sing in time from memory, with some accuracy. • Keep a steady pulse. • Move, speak, sing and play demonstrating slow and fast beats.	Why this, why now? Children will be able to use their musical knowledge of the dimensions of music to • Chant in time with others. • Make changes to the dynamics (volume) of their voice to represent a character. • Respond to hand signals when playing an instrument. • Choose a suitable sound to represent a point in the story. • Read simple rhythmic patterns comprising one beat sounds and one beat rests. • Clap or play a rhythmic pattern along with spoken words. • Play given sound patterns in time with the pulse. • Follow instructions during a performance. • Join in with repeated phrases using a character voice.



Spring 1

Pitch (Theme: Superheroes)

Why this, why now?

The children will be able to:

- Identify high and low notes.
- Perform high and low notes.
- Create and perform a two-note and three-note pattern.
- Identify and perform changes in tempo.
- Contribute musical ideas and cooperate within a group.
- Prepare and perform a musical piece.
- Demonstrate a musical understanding of tempo and pitch.
- Participate in discussions about pitch and tempo.
- Offer feedback to groups on their performance.
- Follow instructions during a performance.

Call and Response (Theme: Animals)

Why this, why now?

Children will be able to use their musical knowledge of the dimensions of music to:

- Use dynamics when creating sound.
- Play in time with a group.
- Experiment with different sounds on the same instrument.
- Clap the animal sound patterns mostly accurately.
- Clap the sound patterns in time with the pulse of the backing track.
- Demonstrate both a call and response.
- Copy a sound pattern using an instrument.
- Playing either a call and/or response role in time with another pupil.
- Perform a composition.

Spring 2

Instruments (Theme: Musical Storytelling)

Why this, why now?

Children will develop further their ability to

- Identify sections of the music where the tempo changes.
- Correctly describe sections of music as fast or slow.
- Point out moments in the music where the dynamics change.
- Accurately describe dynamic changes as soft or loud.
- Give specific examples of how the music corresponds to actions in the story.
- Provide clear and specific examples of how music supports the story.
- Justify tempo and dynamic choices made to represent a character, event or feeling.

Musical Symbols (Theme: Under the Sea)

Why this, why now?

Children will be able to use their musical knowledge of the dimensions of music to:

- Move to reflect a character.
- Create sounds to reflect a character
- Move at a speed that reflects the tempo of the audio.
- Respond to dynamic changes without prompting.
- Demonstrate a sound pattern correctly to a pulse.
- Sing and play high and low sounds.
- Read symbols representing high and low sounds correctly.
- Demonstrate an awareness of pitch, rhythm and dynamics within a performance and recognise the symbols representing these.



	• Suggest appropriate musical dynamics and tempo changes for different scenes of the story. • Work as part of a group to rehearse a performance. • Perform confidently using appropriate instrumental sounds. • Play their part at appropriate tempo and dynamics.	
Summer 1	Singing (Theme: On this island)	Contrasting Dynamics (Theme: Space)
	Why this, why now? Children will be able to use their musical knowledge of the dimensions of music to • Breathe after each phrase in a song when singing. • Sing a song from memory. • Use different pitches while singing (high and low notes). • Sing lyrics accurately. • Perform actions that match lyrics. • Collaborate and communicate within a group. • Use sounds creatively to represent a chosen environment. • Perform a composition. • Apply pitch and dynamics to enhance a composition. • Read notation from left to right.	Why this, why now? Children will be able to use their musical knowledge of the dimensions of music to • Use their voice to create a variety of sounds. • Use dynamics to create an atmosphere. • Collaborate with peers to contribute to a group soundscape. • Correctly identify changes in dynamics. • Show changes in dynamics using bodies and vocals. • Compare two pieces of music using musical vocabulary to describe the changes in dynamics. • Interpret music in a visual form. • Identify and discuss patterns in different pieces of music. • Successfully create and play patterns, notating them. • Create and play a simple pitch pattern accurately.
Summer 2	Pitch (Theme: Musical Me)	Structure (Theme: Myths and Legends)
	Why this, why now? Children will be able to use their musical knowledge of the dimensions of music to • Move their eyes from left to right to read pitch patterns. • Sing high and low notes including the notes in between. • Play a pattern of high and low notes on an instrument.	Why this, why now? Children will be able to use their musical knowledge of the dimensions of music to • Recognise, play and write rhythms with one beats and paired half beats. • Show a rest beat using a silent movement. • Read and follow a structure from left to right.



- Read notation from left to right.
- Draw high and low sounds using dots at the top and bottom of a page, respectively.
- Recognise when notes stay the same.
- Recognise missing notes on a staff.

- Add rhythms to a structure to create a beginning, middle and end.
- Work well as part of a group, listening to others and respecting their ideas.
- Maintain a steady beat.
- Use a thinking voice to play rhythms on an instrument.

Lower Key Stage 2 Music Curriculum Overview

	Year 3/4	
	Cycle A	Cycle B
Autumn 1	South Africa (Instrumental lessons)	Creating compositions in response to an animation (Theme: Mountains)
	Why this, why now? Children will be able to use their musical knowledge of the dimensions of music to begin to develop complexity and proficiency in • Correctly label all staff notation features. • Share their ideas about South African music. • Play both <i>Sheet music: Put on your gumboots! (tuned percussion part 1)</i> and <i>Sheet music: Put on your gumboots! (tuned percussion part 2)</i> patterns accurately and in time. • Play both patterns accurately and in time. • Play the rhythmic pattern and sing the tune accurately and in time. • Create and perform an eight beat rhythm pattern.	Why this, why now? Children will be able to use their musical knowledge of the dimensions of music to begin to develop complexity and proficiency in • Verbalise how the music makes them feel. • Create actions or movements appropriate to each section of a piece of music. • Play in time and with an awareness of other pupils' parts, giving some thought to dynamics. • Play melodies and rhythms which represent the section of animation they are accompanying.
Autumn 2	Developing singing technique (Theme: the Vikings)	Rock and roll
	Why this, why now?	Why this, why now?



	Children will be able to use their musical knowledge of the dimensions of music to begin to develop complexity and proficiency in • Move and sing as a team, following the lyrics on the screen. • Recognise minims, crotchets and quavers often by ear and reliably by sight. • Perform rhythms accurately from notation and layer them to create a composition. • Add appropriate sound effects to their performances using untuned percussion. • Join in with the performances confidently, and reasonably in time and tune. • Make suggestions for improving their performance.	Children will be able to use their musical knowledge of the dimensions of music to begin to develop complexity and proficiency in • Perform the hand jive hand actions in sequence and in time with the music. • Sing in tune and perform their actions in time. • Play the notes of the walking bass in the correct sequence. • Independently play their part with some awareness of the other performers.
Spring 1	Caribbean (Instrumental lessons)	Ballads
	Why this, why now? Children will be able to use their musical knowledge of the dimensions of music to begin to develop complexity and proficiency in • Name some of the key features of calypso music. Ability to sing the song accurately by the end of the lesson. • Sing the song accurately, and perform their news headline correctly in the appropriate gap. • Explain in simple terms why percussion instruments were important in Trinidad. • Play the sheet music: <i>What's the story?: Tuned percussion part one</i>. • Recognise pairs of quavers on a musical score and the ability to play these in context. • Create a pentatonic improvisation using mainly one-beat notes.	Why this, why now? Children will be able to use their musical knowledge of the dimensions of music to begin to develop complexity and proficiency in • Identify the key features of a ballad. • Perform a ballad using actions. • Sing in time and in tune with a song and incorporate actions. • Retell a summary of an animation's story. • Write a verse with rhyming words which tell part of a story. • Perform their lyrics fluently and with actions.
Spring 2	Body and tuned percussion (Theme: Rainforests)	Haiku, music and performance (Theme: Hanami festival)
	Why this, why now? Children will be able to use their musical knowledge of the dimensions of music to begin to develop complexity and proficiency in • Identify the structure of a piece of music.	Why this, why now? Children will be able to use their musical knowledge of the dimensions of music to begin to develop complexity and proficiency in • Suggest suitable words to describe their time outdoors, changing the sounds of their words to match their meanings.



	• Have an idea as to when there is one layer in a piece of music and when there are two. • Play a sequence in the correct order in time with their partner. • Have two contrasting rhythms being played together. • Have two different melodies being played together. • Have a complete piece of music with four different layers with an appropriate structure.	• Recognise, name and describe the effect of the interrelated dimensions of music. • Select instruments and sounds which match their vocabulary. • Work as a group to create a piece of music. • Perform a piece of music as part of a group.
Summer 1	Jazz	Changes in pitch, tempo and dynamics (Theme: Rivers)
	Why this, why now? Children will be able to use their musical knowledge of the dimensions of music to begin to develop complexity and proficiency in • Explain what ragtime music is. • Play on the 'off beat' and sing a syncopated rhythm. • Play a call and then improvise a response. • Improvise or compose a scat singing performance with sounds and words. • Compose and play a jazz motif fluently, using swung quavers. • Play a swung rhythm using a tuned percussion instrument.	Why this, why now? Children will be able to use their musical knowledge of the dimensions of music to begin to develop complexity and proficiency in • Sing in tune and in harmony with others, with developing breath control. • Explain how a piece of music makes them feel with some use of musical terminology. • Perform a vocal ostinato in time. • Listen to other members of their group as they perform. • Create an ostinato and represent it on paper so that they can remember it. • Create and perform a piece with a variety of ostinatos.
Summer 2	Adapting and transposing motifs (Theme: Romans)	Samba and carnival sounds and instruments (Theme: South America)
	Why this, why now? Children will be able to use their musical knowledge of the dimensions of music to begin to develop complexity and proficiency in • Learn a new song, singing in time and in tune while following the lyrics. • Identify motifs aurally and play a repeated pattern on a tuned instrument. • Create and performing a motif, notating it with reasonable accuracy. • Transpose their motif, using sharp or flat notes where necessary and change the rhythm. • Combine different versions of a musical motif and perform as a group using musical notation.	Why this, why now? Children will be able to use their musical knowledge of the dimensions of music to begin to develop complexity and proficiency in • Explain what samba music is and that it is mainly percussion instruments used in celebrations such as Carnival in Brazil. • Clap on the off-beat (the and of each beat) and be able to play a syncopated rhythm. • Play their rhythm in time with the rest of their group (even if they are not always successfully playing in time with the rest of the class). • Play their break in time with the rest of their group and play in the correct place in the piece. • Play in time and with confidence; accurately playing their break.



Upper Key Stage 2 Music Curriculum Overview

	Year 4/5	
	Cycle A	Cycle B
Autumn 1	Whole-class ensemble tuition (WCET)- brass instruments. Provided by Lincolnshire Music Education Hub specialist teacher. Assessment point at half-term using WCET Performer Pathway Framework- Brass https://suttononsea-my.sharepoint.com/:w:/r/personal/rg_sutton_lincs_sch_uk/_layouts/15/Doc.aspx?sourcedoc=%7B25C4F5CF-2F90-4903-9FFA-86CFB7A29320%7D&file=WCET%20Performer%20Pathway%20Framework%20-%20Brass.docx&action=default&mobileredirect=true	Whole-class ensemble tuition (WCET)- brass instruments. Provided by Lincolnshire Music Education Hub specialist teacher. Assessment point at half-term using WCET Performer Pathway Framework- Brass https://suttononsea-my.sharepoint.com/:w:/r/personal/rg_sutton_lincs_sch_uk/_layouts/15/Doc.aspx?sourcedoc=%7B25C4F5CF-2F90-4903-9FFA-86CFB7A29320%7D&file=WCET%20Performer%20Pathway%20Framework%20-%20Brass.docx&action=default&mobileredirect=true
Autumn 2	Whole-class ensemble tuition (WCET)- brass instruments. Provided by Lincolnshire Music Education Hub specialist teacher. Assessment point at half-term using WCET Performer Pathway Framework- Brass https://suttononsea-my.sharepoint.com/:w:/r/personal/rg_sutton_lincs_sch_uk/_layouts/15/Doc.aspx?sourcedoc=%7B25C4F5CF-2F90-4903-9FFA-86CFB7A29320%7D&file=WCET%20Performer%20Pathway%20Framework%20-%20Brass.docx&action=default&mobileredirect=true	Whole-class ensemble tuition (WCET)- brass instruments. Provided by Lincolnshire Music Education Hub specialist teacher. Assessment point at half-term using WCET Performer Pathway Framework- Brass https://suttononsea-my.sharepoint.com/:w:/r/personal/rg_sutton_lincs_sch_uk/_layouts/15/Doc.aspx?sourcedoc=%7B25C4F5CF-2F90-4903-9FFA-86CFB7A29320%7D&file=WCET%20Performer%20Pathway%20Framework%20-%20Brass.docx&action=default&mobileredirect=true
Spring 1	Caribbean (Instrumental lessons) Why this, why now? Children will be able to use their musical knowledge of the dimensions of music to begin to develop complexity and proficiency in	Ballads Why this, why now? Children will be able to use their musical knowledge of the dimensions of music to begin to develop complexity and proficiency in



	- Name some of the key features of calypso music. Ability to sing the song accurately by the end of the lesson. - Sing the song accurately, and perform their news headline correctly in the appropriate gap. - Explain in simple terms why percussion instruments were important in Trinidad. - Play the sheet music: <i>What's the story?: Tuned percussion part one</i>. - Recognise pairs of quavers on a musical score and the ability to play these in context. - Create a pentatonic improvisation using mainly one-beat notes.	- Identify the key features of a ballad. - Perform a ballad using actions. - Sing in time and in tune with a song and incorporate actions. - Retell a summary of an animation's story. - Write a verse with rhyming words which tell part of a story. - Perform their lyrics fluently and with actions.
Spring 2	Body and tuned percussion (Theme: Rainforests)	Haiku, music and performance (Theme: Hanami festival)
	Why this, why now? Children will be able to use their musical knowledge of the dimensions of music to begin to develop complexity and proficiency in - Identify the structure of a piece of music. - Have an idea as to when there is one layer in a piece of music and when there are two. - Play a sequence in the correct order in time with their partner. - Have two contrasting rhythms being played together. - Have two different melodies being played together. - Have a complete piece of music with four different layers with an appropriate structure.	Why this, why now? Children will be able to use their musical knowledge of the dimensions of music to begin to develop complexity and proficiency in - Suggest suitable words to describe their time outdoors, changing the sounds of their words to match their meanings. - Recognise, name and describe the effect of the interrelated dimensions of music. - Select instruments and sounds which match their vocabulary. - Work as a group to create a piece of music. - Perform a piece of music as part of a group.
	Jazz	Changes in pitch, tempo and dynamics (Theme: Rivers)



Summer 1

Why this, why now?

Children will be able to use their musical knowledge of the dimensions of music to begin to develop complexity and proficiency in

- Explain what ragtime music is.
- Play on the 'off beat' and sing a syncopated rhythm.
- Play a call and then improvise a response.
- Improvise or compose a scat singing performance with sounds and words.
- Compose and play a jazz motif fluently, using swung quavers.
- Play a swung rhythm using a tuned percussion instrument.

Why this, why now?

Children will be able to use their musical knowledge of the dimensions of music to begin to develop complexity and proficiency in

- Sing in tune and in harmony with others, with developing breath control.
- Explain how a piece of music makes them feel with some use of musical terminology.
- Perform a vocal ostinato in time.
- Listen to other members of their group as they perform.
- Create an ostinato and represent it on paper so that they can remember it.
- Create and perform a piece with a variety of ostinatos.

Summer 2

Adapting and transposing motifs (Theme: Romans)

Why this, why now?

Children will be able to use their musical knowledge of the dimensions of music to begin to develop complexity and proficiency in

- Learn a new song, singing in time and in tune while following the lyrics.
- Identify motifs aurally and play a repeated pattern on a tuned instrument.
- Create and performing a motif, notating it with reasonable accuracy.
- Transpose their motif, using sharp or flat notes where necessary and change the rhythm.
- Combine different versions of a musical motif and perform as a group using musical notation.

Samba and carnival sounds and instruments (Theme: South America)

Why this, why now?

Children will be able to use their musical knowledge of the dimensions of music to begin to develop complexity and proficiency in

- Explain what samba music is and that it is mainly percussion instruments used in celebrations such as Carnival in Brazil.
- Clap on the off-beat (the and of each beat) and be able to play a syncopated rhythm.
- Play their rhythm in time with the rest of their group (even if they are not always successfully playing in time with the rest of the class).
- Play their break in time with the rest of their group and play in the correct place in the piece.
- Play in time and with confidence; accurately playing their break.

Year 6

Cycle A

Cycle B



Film music

Why this, why now?

Children will be able to use their musical knowledge of the dimensions of music to demonstrate complexity and proficiency in

- Identifying how different styles of music contribute to the feel of a film.
- Participating in discussions, sharing their views and justifying their answers.
- Using the terms 'major' and 'minor'.
- Identifying different instruments to describe how music evokes different emotions.
- Identifying pitch, tempo and dynamics, and use these to explain and justify their answers.
- Giving reasonable and thought-out suggestions for what different graphic scores represent.
- Using their body, voice and instruments to create sounds to represent a given theme.
- Creating a musical score to represent a composition.
- Interpreting their graphic score and performing their composition appropriately with their group.
- Creating sounds that relate to the scene of a film

Looping and remixing

Why this, why now?

Children will be able to use their musical knowledge of the dimensions of music to demonstrate complexity and proficiency in

- Performing a looped body percussion rhythm; keeping in time with their group.
- Using loops to create a whole piece of music, ensuring that the different aspects of music work together.
- Playing the first section of 'Somewhere Over the Rainbow' with accuracy.
- Choosing a suitable fragment of music and be able to play it along to the backbeat.
- Performing a piece with some structure and two different loops

Composition notation (Theme: Ancient Egypt)

Why this, why now?

Children will be able to use their musical knowledge of the dimensions of music to demonstrate complexity and proficiency in

- Singing in time and in tune with other people and the backing track.
- Remembering the lyrics to a song.
- Identifying the structure of a piece of music and match this to non-standard notation.
- Improvising their own piece of music.
- Playing a melody with reasonable accuracy.
- Performing with confidence and in time with others.
- Composing and playing a melody using stave notation.
- Contributing meaningfully to the group performance and composition.
- Using hieroglyphic notation to show the structure of their piece.

Blues

Why this, why now?

Children will be able to use their musical knowledge of the dimensions of music to demonstrate complexity and proficiency in

- Naming three key features of Blues music.
- Singing in tune, using vocal expression to convey meaning.
- Explaining what a chord is and play the chord of C sixteen times.
- Playing the twelve bar blues correctly.
- Playing the notes of the Blues scale in the correct order, ascending and descending.
- Playing a selection of Blues scale notes out of order in their own improvisation



Musical theatre

Why this, why now?

Children will be able to use their musical knowledge of the dimensions of music to demonstrate complexity and proficiency in

- Explaining what musical theatre is and be able to recall at least three features of this kind of music.
- Categorising songs as action songs or character songs.
- Selecting appropriate existing music for their scene to tell the story of a journey.
- Performing in time with their groups, ensuring smooth transitions between spoken dialogue, singing and dancing

Dynamics, pitch and texture (Theme: Coast - Fingal's Cave by Mendelssohn)

Why this, why now?

Children will be able to use their musical knowledge of the dimensions of music to demonstrate complexity and proficiency in

- Engaging in discussion about the sounds of an orchestral piece.
- Having a selection of varied vocabulary in response to what they hear.
- Changing dynamics and pitch, differentiating between the two.
- Taking the role of conductor or follow a conductor.
- Changing texture within their group improvisation and talk about its effect.
- Creating a graphic score to represent sounds.
- Following the conductor to show changes in pitch, dynamics and texture.

Theme and variations (Theme: Pop Art)

Why this, why now?

Children will be able to use their musical knowledge of the dimensions of music to demonstrate complexity and proficiency in

- Performing rhythms confidently either on their own or in a group.
- Identifying the sounds of different instruments and discuss what they sound like.
- Making reasonable suggestions for which instruments can be matched to which pieces of art.
- Recalling the names of several instruments according to their orchestra sections.
- Keeping the pulse with the body percussion section and sing with control and confidence.
- Naming the three rhythms correctly and copy the rhythms accurately with a good sense of pulse.
- Drawing the rhythms accurately and show a difference between each of their variations.
- Showcasing creativity in the finished product.

Composition to represent the fDynamics, pitch and festival of colour (Theme: Holi festival)

Why this, why now?

Children will be able to use their musical knowledge of the dimensions of music to demonstrate complexity and proficiency in

- Suggesting a colour to match a piece of music.
- Creating a graphic score and describe how this matches the general structure of a piece of music.
- Creating a vocal composition in response to a picture and justify their choices using musical terms.
- Creating a vocal composition in response to a colour.
- Recording their compositions in written form.
- Working as a group to perform a piece of music.



Songs of World War 2

Why this, why now?

Children will be able to use their musical knowledge of the dimensions of music to demonstrate complexity and proficiency in

- Using musical and comparative language in discussion.
- Following the melody line.
- Following the scores with a good sense of timing, showing that they understand which section of pitch they are singing.
- Singing the correct words at the correct time.
- Recalling the counter-melody line

South and West Africa

Why this, why now?

Children will be able to use their musical knowledge of the dimensions of music to demonstrate complexity and proficiency in

- Singing using the correct pronunciation and with increasing confidence.
- Playing a chord with two notes, remaining in time.
- Maintaining their part in a performance with accuracy.
- Playing the more complicated rhythms in time and with rests.
- Creating an eight beat break and play this in the correct place

Composing and performing a Leavers' song** (6 lessons)

Why this, why now?

Children will be able to use their musical knowledge of the dimensions of music to demonstrate complexity and proficiency in

- Identifying and evaluating the musical features of a song.
- Contributing ideas to their group chorus, suggesting how lines three and four could rhyme.
- Contributing ideas to their group verse, suggesting how lines one and four and five and eight could rhyme.
- Fitting an existing melody over a four-chord backing track.
- Creating a melody that fits both the lyrics and the four-chord backing track of the chorus, using tuned percussion instruments.
- Recording melodies using letter notation.
- Performing the leavers' song with confidence

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