



ROOTED IN GOD'S LOVE, EVERYONE GROWING TOGETHER  
TO BECOME THE BEST THAT WE CAN BE

# MUSIC CURRICULUM OVERVIEW

2024/25

SUBJECT LEADER: MRS PORTER AND MRS MCARDLE



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# INTENT, IMPLEMENTATION AND IMPACT

# OUR VISION

Rooted in God's love, we will grow and learn together through the delivery of an enriched and creative curriculum. We are passionately committed to developing happy, well-rounded children who can reach their full potential with the skills, knowledge, and experiences to achieve their dreams. Our Curriculum drivers help to drive and shape our curriculum and are incorporated across all subjects and themes. Our Drivers are:



ACHIEVEMENTS &  
ASPIRATIONS



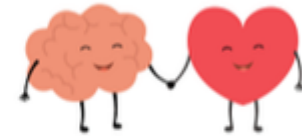
ACTIVE  
CITIZENS



DIVERSITY



HEALTHY  
ADVOCATES



RESILIENCE

# INTENT

At Barrow URC Primary, we celebrate our love of Music. Music is recognised as a highly valued and exciting part of the curriculum. We realise the positive impact music has on our pupils' emotional health and well-being, self-confidence, creativity and sense of achievement. By providing our pupils with a diverse range of opportunities, we aim to engage and inspire everyone to develop a real appreciation of music and engage their talent as musicians.

While Christian themed music is an important part of our Barrow URC curriculum, as our pupils progress through school, they develop a critical engagement with a wide range of music, allowing them to listen, evaluate and compose across historical periods, styles, traditions, and musical genres.

We are committed to ensuring children understand the value and importance of music, both, in school and the wider community by offering opportunities to use their musical skills, knowledge, and experiences in a variety of different contexts.

# IMPLEMENTATION

At Barrow URC Primary School, we believe that for children to develop a real enjoyment for music, it is important that they are taking part in practical sessions, where they are given the opportunity to explore and develop their own musical style, through signing, listening, composing and performing.

At Barrow URC Primary School, EYFS imbed Music throughout the curriculum through learning how to use percussion instruments to singing a variety of songs. Music in Year 1 to 6 is taught through the KAPOW scheme which provides high-quality teaching curriculums for schools. KAPOW provides weekly music sessions that are enjoyable, dynamic and progressive.

Our music curriculum is designed to meet the key skills, knowledge and understanding required by the National Curriculum, which is then planned to ensure that the skills are taught sequentially across the key stages and that new skills build on and develop the skills taught in previous year groups.

Alongside the teaching of music in school, we also provide extra-curricular opportunities for children to further develop their love and enjoyment of music and performance. Weekly rhyme time sessions are held for children in EYFS. All children at Barrow are regularly given the opportunity to experience music at the theatre, which has recently included; Lion King – The Musical and Shrek – The Musical.

We have a school choir, which is open to all children from Year 1 to 6 and children also take part in a weekly whole-school singing worship. The choir also take part in larger events including: Let's Go Sing hosted at Blackburn Rover Football Club.

Specialist music teachers offer individual instrumental to children in KS1 and KS2 using the company Create Music. We also offer Rock band session provided by School of Rock, where the children learn to play and perform their musical composition termly for the whole school including parents.

Music has a rare and unique ability to bring people together and music making can make a whole class, school and community feel connected to others and part of something bigger, this is reflected in the vast range of worship songs that we teach our children.

At Barrow URC Primary School, we are committed to ensuring that our music curriculum, takes into consideration the needs of all pupils in a classroom setting, therefore ensuring that music is accessible to all, in an inclusive learning environment.

Assessment of music is recorded on a unit by unit basis, where performances, quizzes and knowledge catchers assess both knowledge, application and understanding.

# IMPACT

We will assess the impact of the curriculum by:

The impact of providing a specialist musical programme for our children at Barrow URC School, through the EYFS, KAPOW, Create Music, School of Rock and the Music Service has had a profound impact on the children at our school. It is clear that children across all year groups are talking about music in school and most importantly, enjoy taking part in music lessons and extra-curricular music activities.

Through our weekly newsletter, our school website and Facebook, parents are being updated regularly with what is being taught in music each term and parents have opportunities throughout the year to come and watch their child perform music in school, through school choir performances, annual productions and Rockband performances.

Staff in school feel comfortable knowing that specialist music teachers are delivering an exciting and enjoyable music curriculum to classes and through the use of assessment, it is clear that children are making good progress in music across school. At Barrow, we provide a balanced and enjoyable music curriculum to our children and this has a positive impact on the teaching and learning of music to ensure all children can be the best they can be!

Children will be inspired to follow future careers related to his, eg. We are singers, We are musicians.



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# WHOLE SCHOOL PROGRAMME OF STUDY: MUSIC

# MUSIC – WHOLE SCHOOL PROGRAMME OF STUDY

## MUSIC – WHOLE SCHOOL PROGRAMME OF STUDY (2024/25)

HISTORY	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
EYFS	Exploring Sound (Kapow)	Celebration Music (Kapow)	Music and Movement (Kapow)	Musical Stories (Kapow)	Transport (Kapow)	Big Band (Kapow)
YEAR 1	Pulse and Rhythm Theme: All About Me	Tempo Theme: Snail and Mouse	Musical Symbols: Theme: Under the Sea	Sound Patterns Theme: Fairy Tales	Pitch: Theme: Superheroes	Dynamics: Theme: The Seaside
YEAR 2	*NEW* Call and Response Song Theme: Animals	Instruments Theme: Traditional Stories	*NEW* Pitch: Musical Me	*NEW* Contrasting Dynamics Theme: Space	*NEW* Singing: On this Island	*NEW* Structure: Myths and Legends
YEAR 3	Ballads	<b>Instrumental Unit Unit 2: The Caribbean</b>	Pentatonic Melodies and Composition Theme: Chinese New Year	Developing singing techniques Theme: The Viking	Jazz	Traditional Instruments and Improvisation Theme: India
YEAR 4	Rock and Roll	Samba and Carnival Sounds and Instruments	Haiku, Music and performance Theme: Hanami	Body and Tuned Percussion Theme: The Rainforest	Changes in pitch, tempo and dynamics Theme: Rivers	Adapting and Transposing Motifs Theme: Romans OR <b>Instrumental Unit Unit 1: South Africa</b>
YEAR 5	Composition Notation Theme: Ancient Egypt	Blues	Composition to represent the festival of colour Theme: Holi Festival	South and West Africa	Looping and Remixing OR <b>Instrumental Unit Unit 4: Indonesia</b>	Musical Theatre
YEAR 6	Dynamics, Pitch and Tempo Theme: Fingal's Cave	Songs of WW2	Film Music	Theme and Variation Theme: Pop Art	Baroque OR <b>Instrumental Unit Unit 5: India</b>	Composing and Performing a Leavers' Song

# MUSIC IN EYFS

In the Early Years Foundation Stage (EYFS) at Barrow URC Primary School, music education is designed to foster children's creativity, expression, and overall development. The EYFS framework is built upon seven key areas of learning, each with specific Early Learning Goals (ELGs). Music education is integrated into these areas to provide a holistic approach to learning. Here's an explanation of how music is taught at Barrow URC Primary School within the context of the EYFS framework and its ELGs:

## **Communication and Language:**

Music plays a significant role in developing communication skills. Children engage in activities that encourage them to listen, interpret, and respond to various musical elements such as rhythm, melody, and dynamics. Through singing, listening to stories with musical accompaniments, and participating in group musicmaking, children enhance their vocabulary, listening skills, and ability to express themselves.

## **Physical Development:**

Movement and rhythm are central to music education in the EYFS. Children explore how their bodies can respond to different musical beats and melodies. Dancing, clapping, and playing simple percussion instruments help develop their coordination, fine and gross motor skills, as well as spatial awareness.

## **Personal, Social, and Emotional Development:**

Music fosters a sense of belonging and self-confidence. Collaborative music-making activities such as singing together in a group or creating simple rhythms as a team encourage children to interact, share, and take turns. Expressing emotions through music, whether through creating a happy tune or a sad melody, aids in emotional development.

## **Literacy:**

Music is intertwined with language and literacy development. Songs, chants, and rhymes are used to enhance phonological awareness, which is crucial for early reading and writing skills. Children also learn about storytelling through music, identifying narrative elements and understanding the emotions conveyed through melodies.

## **Mathematics:**

Basic mathematical concepts are introduced through music. Children explore patterns in rhythm, beats, and sequences, enhancing their understanding of mathematical relationships. Simple counting songs and musical games involving patterns support their numeracy skills.

## **Understanding the World:**

Music education introduces children to diverse musical styles, instruments, and cultural traditions from around the world. This exposure promotes cultural

awareness, curiosity, and an understanding of different ways of life. They might explore the sounds of various instruments, learn about different genres, and even create music inspired by different cultures.

### **Expressive Arts and Design:**

This area is the heart of music education in the EYFS. Children engage in creative activities such as singing, playing instruments, and improvising, allowing them to express themselves artistically. They experiment with different sounds, melodies, and rhythms, fostering their creativity and imagination.

In summary, at Barrow URC Primary School, music education in the EYFS aligns with the Early Learning Goals by integrating music into various aspects of children's development. Through active engagement with music, children develop communication skills, physical coordination, emotional expression, literacy and numeracy skills, cultural awareness, and creative thinking. The holistic approach to music education in the EYFS supports children in becoming well-rounded individuals with a strong foundation for future learning.

## MUSIC AND SEND PROVISION

The Music curriculum is planned and delivered to accommodate and challenge pupils of all abilities and address a range of learning needs. Teachers of Music will consider any additional needs of SEND pupils and will implement any relevant targets and support strategies as outlined on pupils' Individual Education Plans. Where necessary, we will provide specialist equipment, adapt room layouts, utilise adult support and allow additional time for tasks, according to the needs of our pupils.

## MUSIC AND IDENTIFYING THE MORE ABLE LEARNER

At Barrow, we recognise that some instrumental skills require early development so identifying ability at an early stage can help to realise potential. Pupils more often show their musical ability through the quality of their response than the complexity of their response. Although this is very difficult to define, the closest we can get is to say that it 'sounds right': skills and techniques are used to communicate an intended mood or effect.

In Music, we use the following criteria to identify the characteristic of the More Able Learner. Pupils who are the most able in music are likely to:

- Be fascinated by, or passionate about Music, enjoying learning new knowledge and wanting to be a successful learner,
- Achieve, or show potential in a wide range of contexts across Music,
- Communicate their thoughts and ideas well in Music,
- Be captivated by sound and engage fully with music,
- Demonstrate the ability to communicate through music, for example to sing with musical expression and with confidence.



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# KNOWLEDGE AND SKILLS PROGRESSION

## MUSIC



# Music

Progression of knowledge and skills

Subject leader overview EYFS - Year 6

# Introduction

An overview of the **skills** and knowledge covered in each year group and strand and how these skills are developed through our Music scheme of work.

Opportunities to recognise and apply the **inter-related dimensions of music** run throughout each of our strands and our scheme of work and re highlighted in pink in this document.

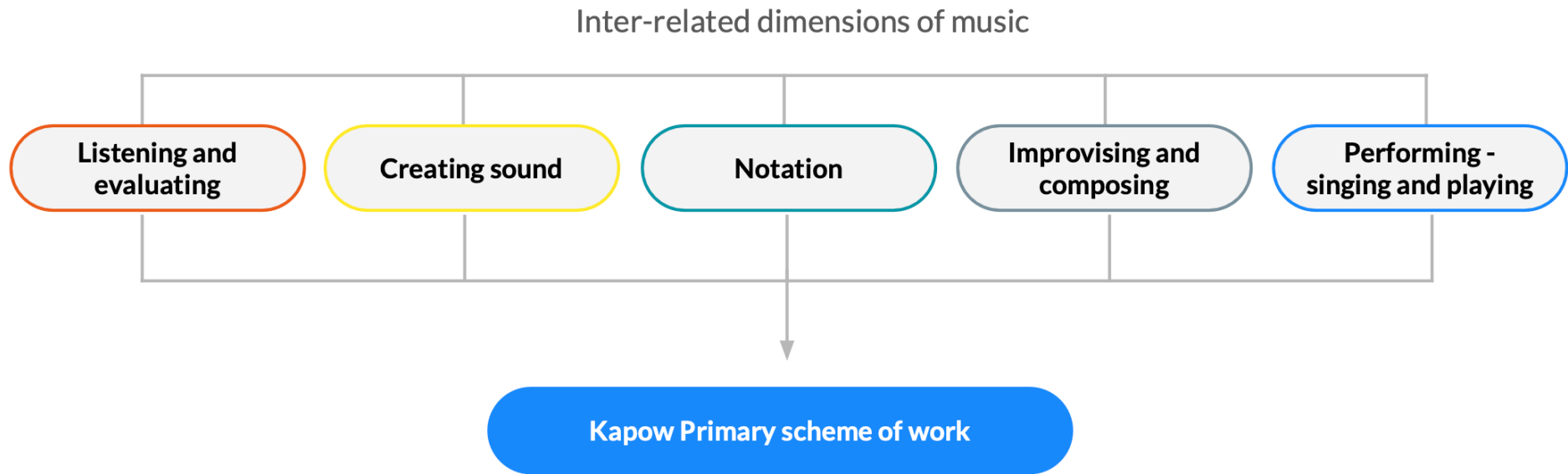
As **Creating sound** is a new strand being introduced to our curriculum, the statements for Key Stage 2 are not currently included. We are gradually integrating this strand to ensure that pupils have established a solid foundation of the necessary technical knowledge before they advance to the Year 3 content.

**Notation** is now its own strand in our curriculum, and the Key Stage 1 content has been updated to introduce musical notation more gradually. This will help pupils understand notation as a way to communicate pitch and duration of notes before they start learning more about staff notation in Key Stage 2. Although the National Curriculum for Key Stage 1 does not mention staff notation, we believe it is beneficial for pupils to begin recognising simple forms of notation in Key Stage 1, to better prepare them for more formal staff notation in Key Stage 2.

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# How is the Music scheme of work organised?



## Inter-related dimensions of music

The inter-related dimensions of music are:

- Pitch
- Duration (including pulse and rhythm)
- Dynamics
- Tempo
- Timbre
- Texture
- Structure
- Appropriate musical notation



The inter-related dimensions, often known as the building blocks of music, are integral to all strands of our scheme of work.

To clearly demonstrate their presence throughout, we colour code these foundational elements in pink across all strands in the Progression of knowledge and skills document.

	EYFS	EYFS- Development matters	Year 1	Year 2	National curriculum end of Key Stage 1
<b>Listening and responding to music</b>	<p>Listening appropriately to someone leading a short musical phrase, song or rhyme.</p> <p>Exploring spontaneous movement with different parts of their body in response to music.</p> <p>Expressing different spontaneous emotional reactions to music, (smiling, movement, body language).</p> <p>Using artwork or creative play as a way of expressing feelings and responses to music.</p>	<p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> <li>Listen attentively, move to and talk about music, expressing their feelings and responses.</li> </ul>	<p>Listening with concentration to short pieces of music or excerpts from longer pieces of music.</p> <p>Engaging with and responding to longer pieces of music.</p>		<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Listen with concentration and understanding to a range of high-quality live and recorded music.</li> </ul>
			<p><b>Coordinating the speed of their movements to match the speed of the music (not the beat).</b></p> <p><b>Beginning to move in time with the beat of the music.</b></p> <p>Beginning to articulate how a piece of music affects them (e.g it makes them feel sleepy, it makes them want to dance, it makes them happy)</p>	<p><b>Confidently moving in time with the beat of the music when modelled.</b></p> <p><b>Beginning to keep movements to the beat of different speeds of music.</b></p> <p>Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience.</p>	
<b>Analysing</b>	<p>Identifying and imitating sounds from a variety of music.</p> <p>Considering whether background music and sound effects can enhance storytelling.</p>		<p>Identifying some common instruments when listening to music.</p> <p><b>Relating sounds in music to real-world experiences. (e.g. it sounds like squelching mud).</b></p> <p><b>Recognising simple patterns and repetition in rhythm. (e.g. where a pattern of beats is repeated).</b></p> <p><b>Recognising simple patterns and repetition in pitch (e.g. do re mi).</b></p> <p><b>Talking about the tempo of music using the vocabulary of fast and slow.</b></p> <p><b>Talking about the dynamics of the music, using the vocabulary of loud, quiet and silent.</b></p> <p><b>Talking about the pitch of music, using the vocabulary of high and low.</b></p>		

	EYFS	EYFS- Development matters	Year 1	Year 2	National curriculum end of Key Stage 1
<b>Evaluating</b>	Showing preferences for certain music or sounds.	Children in reception will be learning to: <ul style="list-style-type: none"> <li>Listen attentively, move to and talk about music, expressing their feelings and responses.</li> </ul>	Stating what they enjoyed about their peers' performances.  <i>Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow.</i>  <i>Giving positive feedback related to the dynamics of practices and performances, using the vocabulary of loud, quiet and silent.</i>		Pupils should be taught to: <ul style="list-style-type: none"> <li>Listen with concentration and understanding to a range of high-quality live and recorded music.</li> </ul>
<b>Cultural and historical awareness of music</b>	Listening to music from a wide variety of cultures and historical periods.		Appreciating music from a wide variety of cultures and historical periods.		
	To recognise and name at least two instruments from Groups A and B.		To recognise and name the following instruments: up to three instruments from Group A and B.  <i>To know that sections of music can be described as fast or slow and the meaning of these terms.</i>  <i>To know that sections of music can be described as loud, quiet or silent and the meaning of these terms.</i>  <i>To know that sounds within music can be described as high or low sounds and the meaning of these terms.</i>		

	Year 3	Year 4	Year 5	Year 6	National curriculum end of Key Stage 2
<b>Listening and responding to music</b>	Explaining their preferences for a piece of music using musical vocabulary.		Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary.		Pupils should be taught to: <ul style="list-style-type: none"> <li>Listen with attention to detail and recall sounds with increasing aural memory.</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>
<b>Analysing</b>	<p>Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz).</p> <p>Understanding that music from different parts of the world has different features.</p> <p>Recognising and explaining the changes within a piece of music using musical vocabulary.</p> <p>Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.</p> <p>Beginning to show an awareness of metre.</p>	<p>Recognising the use and development of motifs in music.</p> <p>Identifying gradual dynamic and tempo changes within a piece of music.</p> <p>Identifying common features between different genres, styles and traditions of music.</p> <p>Recognising, naming and explaining the effect of the interrelated dimensions of music.</p> <p>Identifying scaled dynamics (crescendo/decrecendo) within a piece of music.</p> <p>Using musical vocabulary to discuss the purpose of a piece of music.</p>	<p>Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (South African, West African, Musical, Theatre, Blues, Dance Remix.)</p> <p>Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.</p>	<p>Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.</p> <p>Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film music).</p> <p>Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.</p> <p>Identifying the way that features of a song can complement one another to create a coherent overall effect.</p>	

	Year 3	Year 4	Year 5	Year 6	National curriculum end of Key Stage 2
<b>Evaluating</b>	Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.	Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.	Comparing, discussing and evaluating music using detailed musical vocabulary.  Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.	Use musical vocabulary correctly when describing and evaluating the features of a piece of music.  Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.  Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.	Pupils should be taught to: <ul style="list-style-type: none"> <li>Listen with attention to detail and recall sounds with increasing aural memory.</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>
<b>Cultural and historical awareness of music</b>	Understanding that music from different times has different features.	Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.	Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time.	Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.	

	EYFS	EYFS- Development matters	Year 1	Year 2	National curriculum end of Key Stage 1
<p><b>Singing repertoire*</b></p>	<p>Singing short, rhythmic rhymes and songs.</p>	<p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> </ul>	<p>Singing simple songs, chants and rhymes from memory.</p> <p>Practising singing songs with a wider pitch range (e.g. pentatonic melodies) which is gradually getting higher or lower.</p>	<p>Competently singing songs or short phrases with a small pitch range (up to five notes that are different but close together).</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> </ul>
	<p>Using both speaking and singing voices.</p> <p>Unconsciously beginning to sing to the pulse of a song.</p> <p>Exploring vowel sounds through call and response activities.</p>		<p>Competently singing songs with a very small pitch range (two notes that are different but close together).</p>		
<p><b>Singing technique</b></p>			<p>Exploring changing their singing voice in different ways.</p> <p>Singing a range of call and response chants, attempting to match the pitch and tempo they hear.</p>	<p>Adapting their singing voice to be loud or soft at the direction of a leader.</p> <p>Singing a range of call and response songs, matching the pitch and tempo they hear with accuracy.</p> <p>Singing part of a given song in their head (using their 'thinking voice').</p>	

	EYFS	EYFS- Development matters	Year 1	Year 2	National curriculum end of Key Stage 1
<b>Instruments</b>	<p>Exploring different ways of making sound with everyday objects and instruments. (Groups A, B and C.)</p> <p>Exploring different ways of holding a range of instruments. (Groups A, B and C.)</p> <p>Starting to show a preference for a dominant hand when playing instruments. (Groups A, B and C.)</p> <p>Using instruments expressively to music. (Group B.)</p> <p>Using instruments to begin to follow a beat, with guidance. (Group A.)</p>	<p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> <li>Explore and engage in music making and dance, performing solo or in groups.</li> </ul>	<p>Developing an awareness of how sound is affected by the way an instrument is held. (Groups A, B and C.)</p> <p>Developing an awareness of how dynamics are affected by the force with which an instrument is played. (Groups A, B and C.)</p> <p>Learning to use instruments to follow the beat by first observing and then mimicking the teacher's modelling. (Group A.)</p> <p>Using instruments imaginatively to create soundscapes which convey a sense of place. (Group B.)</p> <p>Using bilateral and hand-eye co-ordination to play/hold instruments using both hands. (Group A.)</p> <p>Starting to understand how to produce different sounds on pitched instruments. (Group C.)</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Play tuned and untuned instruments musically.</li> </ul>	
<b>Posture</b>	<p>Finding a comfortable static position when playing instruments or singing.</p>		<p>Maintaining a comfortable position when sitting or standing to sing and play instruments.</p>		

	EYFS	EYFS- Development matters	Year 1	Year 2	National curriculum end of Key Stage 1	
<b>Understanding notation</b>	N/A	The Development Matters Non-statutory curriculum guidance has no statements related to notation of music.	Reading different types of notation by moving eyes from left to right as sound occurs.  To know that notation is read from left to right.		The National curriculum attainment targets for Key Stage 1 do not refer to music notation.	
<b>Representing pitch</b>	Developing an awareness of high and low through pictorial representations of sound.		To know that in all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds.	Recognising pitch patterns using dots.		Using a simplified version of a stave (only three lines) to notate known musical phrases (of two pitches).
<b>Representing rhythm</b>	Developing an awareness of how simple marks or objects can show single beats and single beat rests.		Using pictorial representations to stay in time with the pulse when singing or playing.  Confidently reading simple rhythmic patterns comprising of one beat sounds (crotchets) and one beat rests (crotchet rests).  Beginning to read simple rhythmic patterns which include two half beats (quavers).  To know that pictorial representations of rhythm show sounds and rests.			

Please note: **Notation** is now its own strand in our curriculum, and the Key Stage 1 content has been updated to introduce musical notation more gradually. This will help pupils understand notation as a way to communicate pitch and duration of notes before they start learning more about staff notation in Key Stage 2.

	Year 3	Year 4	Year 5	Year 6	National curriculum end of Key Stage 2
<b>Understanding notation</b>	To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play.	To know that 'performance directions' are words added to music notation to tell the performers how to play.	To know that simple pictures can be used to represent the structure (organisation) of music.  To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.	To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'.  To know that chord progressions are represented in music by Roman numerals.	Pupils should be taught to: <ul style="list-style-type: none"> <li>Use and understand staff and other musical notations.</li> </ul>
<b>Representing pitch and rhythm</b>	Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.  Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology.	Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions.	Using staff notation to record rhythms and melodies.	Recording own composition using appropriate forms of notation and/or technology and incorporating the inter-related dimensions of music.  Performing with accuracy and fluency from graphic and staff notation and from their own notation.	

	EYFS	EYFS- Development matters	Year 1	Year 2	National curriculum end of key stage 1
<b>Stimulus and purpose</b>	Exploring and imitating sounds from their environment and in response to events in stories.	Children in reception will be learning to: <ul style="list-style-type: none"> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>Explore and engage in music making and dance, performing solo or in groups.</li> </ul>	Creating sound responses to a variety of physical stimuli such as, nature, artwork and stories.		Pupils should be taught to: <ul style="list-style-type: none"> <li>Experiment with, create, select and combine sounds using the interrelated dimensions of music.</li> </ul>
<b>Improvising</b>	Exploring and imitating sounds.		Improvising simple question and answer phrases, using untuned percussion or voices.		
<b>Creating and selecting sounds</b>	Experimenting with creating sound in different ways using instruments, body percussion and voices.  Selecting classroom objects to use as instruments.  Selecting sounds that make them feel a certain way or remind them of something.		Experimenting with creating different sounds using a single instrument.  Experimenting with creating loud, soft, high and low sounds.  Selecting objects and/or instruments to create sounds to represent a given idea or character.	Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument.  Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.	
<b>Sequencing</b>	Playing sounds at the relevant point in a storytelling.		Playing and combining sounds under the direction of a leader (the teacher).	Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time.	

	Year 3	Year 4	Year 5	Year 6	National curriculum end of Key Stage 2
<b>Stimulus and purpose</b>	Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing).	Composing a coherent piece of music in a given style with voices, bodies and instruments.	Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).	Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments.	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</li> <li>Improvise and compose music for a range of purposes using the interrelated dimensions of music</li> </ul>
<b>Improvising</b>	Beginning to improvise musically within a given style using their voice.	Beginning to improvise musically within a given style using an instrument.	Improvising coherently within a given style.	Improvising coherently and creatively within a given style, incorporating given features.	
<b>Creating and selecting sounds</b>	Suggesting and implementing improvements to their own work, using musical vocabulary.	Developing melodies using rhythmic variation, transposition, inversion, and looping.	<p>Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.</p> <p>Suggesting and demonstrating improvements to own and others' work.</p>	<p>Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.</p> <p>Constructively critique their own and others' work, using musical vocabulary.</p>	
<b>Sequencing</b>	Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).	Creating a piece of music with at least four different layers and a clear structure.	Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.	Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.	

	EYFS	EYFS- Development matters	Year 1	Year 2	National curriculum end of Key Stage 1
<b>Understanding and evaluating performance</b>	Beginning to say what they liked about others' performances.	Children in reception will be learning to: <ul style="list-style-type: none"> <li>• Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> </ul>	Offering positive feedback on others' performances.		Pupils should be taught to: <ul style="list-style-type: none"> <li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>• Play tuned and untuned instruments musically.</li> </ul>
<b>Awareness of music</b>	N/A		Starting to maintain a steady beat throughout short singing performances.		
<b>Awareness of self</b>	Facing the audience when performing.  Spontaneously expressing feelings around performing.		Keeping head raised when singing.  Keeping instruments still until their part in the performance.	Standing or sitting appropriately when performing or waiting to perform.  Beginning to acknowledge their own feelings around performance.	
<b>Awareness of others</b>	Performing actively as part of a group.  Demonstrating being a good audience member, by looking, listening and maintaining attention.		Performing actively as part of a group; keeping in time with the beat.  Showing awareness of leader particularly when starting or ending a piece.	Performing actively as a group, clearly keeping in time with the beat.  Following a leader to start and end a piece appropriately.	

	Year 3	Year 4	Year 5	Year 6	National curriculum end of Key Stage 2
<b>Understanding and evaluating performance</b>	Offering constructive feedback on others' performances.		Using musical vocabulary to offer constructive and precise feedback on others' performances.		Pupils should be taught to: <ul style="list-style-type: none"> <li>• Sing and play musically with increasing confidence and control.</li> <li>• Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> </ul>
<b>Awareness of music</b>	Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.	<p>Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.</p> <p>Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.</p> <p>Playing syncopated rhythms with accuracy, control and fluency.</p>	<p>Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.</p> <p>Playing a simple chord progression with accuracy and fluency.</p>	<p>Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.</p> <p>Performing by following a conductor's cues and directions.</p>	
<b>Awareness of self and others</b>	Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.	Singing and playing in time with peers with accuracy and awareness of their part in the group performance.	Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.	<p>Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group.</p> <p>Performing a solo or taking a leadership role within a performance.</p>	



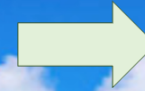
ROOTED IN GOD'S LOVE, EVERYONE GROWING TOGETHER  
TO BECOME THE BEST THAT WE CAN BE

# PLANNING EXAMPLES

## MUSIC

# YEAR 3:2 – INSTRUMENTAL UNIT: THE CARIBBEAN

Kapow  
Primary



## FUTURE LEARNING

Key Stage 2

Year 4 - Samba and Carnival Sounds and Instruments

## PRIOR LEARNING

Year 2:- West African Call and Response songs.



## TIER 2 VOCABULARY

Listen, song, performing, percussion, vocal, style,

## TIER 3 VOCABULARY

Calypso, quavers, staff notation, pentatonic, instrumental

## ENRICHMENT

- Theatre visit to the Winter Gardens to see a musical
- Take part in the Christmas Carol Service

## JOB ROLE & CONSOLIDATION TASK

We are... musicians



Consolidation Task – Complete the assessment quiz presentation on Kapow and teacher assessment of final performance.

## CURRENT LEARNING OBJECTIVES

1. **What is Calypso?** – To understand the main features of Calypso music
2. **What's the story?** – To improvise a vocal part in the style of a Calypso.
3. **Instrumental Calypso** – To understand how and why percussion instrument can be used in Calypso music
4. **Calypso quavers** – To recognize and perform quavers from staff notation
5. **Pentatonic Calypso** – To improvise in a Calypso style using a pentatonic scale.
6. **Assessment and Consolidation of Learning Task**

## NATIONAL CURRICULUM – KEY KNOWLEDGE

### Unit Summary

**Learning about the history and features of Calypso music, performing a calypso style song with voices and tuned percussion in multiple parts and playing from staff notation.**

- **Pupils should be taught to:**
- 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: What's the story? (tuned percussion part 1)*.
- Recognise pairs of quavers on a musical score, and ability to play these in context.
- Create a pentatonic improvisation using mainly one beat notes.

## KEY SKILLS:

### Year 3 Pupils might:

- Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.
- Understanding that music from different parts of the world, and different times, have different features.
- Recognising and explaining the changes within a piece of music using musical vocabulary.
- Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.
- Beginning to show an awareness of metre.
- Beginning to use musical vocabulary when discussing improvements to their own and others' work.
- Understanding that music from different times has different features.
- Performing from basic staff notation, incorporating rhythm and pitch and be able to identify these symbols using musical terminology. Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).
- Suggesting and implementing improvements to their own work, using musical vocabulary.
- Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.
- Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.

## UNIT OUTCOMES AND STICKY KNOWLEDGE

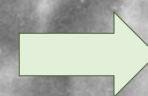
### Pupils who are secure will be able to:

- To know the key features of Calypso music.
- To understand how to read and play quavers from staff notation, and pitches from staff notation with letter name prompts.
- To be able to play tuned percussion with the correct technique.



# YEAR 6:2 – MUSIC: SONGS OF WW2

Kapow  
Primary

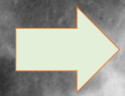


## FUTURE LEARNING

Key Stage 3 -Music curriculum

### PRIOR LEARNING

Year 5:- Musical Theatre



### TIER 2 VOCABULARY

Accuracy, backing track, expression, harmony, melody, pitch, compare, control, dynamics, purpose, phrase, parts lyrics

### TIER 3 VOCABULARY

Harmonise, melody line, octave, notate, graphic score

### ENRICHMENT

- Theatre visit to the Winter Gardens to see a musical
- Take part in the Christmas Carol Service

### JOB ROLE & CONSOLIDATION TASK

We are... soliders



Consolidation Task – Complete the assessment quiz presentation on Kapow and teacher assessment of final performance.

### CURRENT LEARNING OBJECTIVES

1. **Singing for victory** – To use musical vocabulary to identify features of different eras of music.
2. **The White Cliffs of Dover** – To improve accuracy in pitch and control, singing with expression and dynamics
3. **Pitch Up** – To identify pitches within an octave when singing.
4. **Harmonise** – To use knowledge of pitch to develop confidence when singing in parts
5. **Let's notate** – To be able to notate a melody using pitches up to an octave
6. **Assessment and Consolidation of Learning Task**

### NATIONAL CURRICULUM –KEY KNOWLEDGE

#### Unit Summary

**Developing greater accuracy in pitch and control. Identifying pitches within an octave when singing and using knowledge of pitch to develop confidence when singing in parts.**

Pupils should be taught to:

- To know that 'Pack up your troubles in your old kit bag' and 'We'll meet again' are examples of songs popular during WW2.
- To know that the Solfa syllables represent the pitches in an octave.
- A 'counter-subject' or 'counter-melody' provides contrast to the main melody.
- To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.

### KEY SKILLS:

#### Pupils might:

- Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.
- Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts.
- Representing changes in pitch, dynamics, and texture using graphic notation, justifying their choices with reference to musical vocabulary.
- Identifying the way that features of a song can complement one another to create a coherent overall effect.
- Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.
- Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.
- Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.
- Working as a group to perform a piece of music.
- Performing by following a conductor's cues and directions.
- Using musical vocabulary to offer constructive and precise feedback on others' performances.

### UNIT OUTCOMES AND STICKY KNOWLEDGE

#### Pupils who are secure will be able to:

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

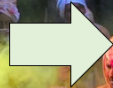


# YEAR 5:3 – HOLI FESTIVAL

Kapow  
Primary

## PRIOR LEARNING

Year 4:- South and West Africa



## FUTURE LEARNING

Key Stage 2 Year 5 – Looping and Remixing

## TIER 2 VOCABULARY

Dynamics, inspiration, mood, pitch, represent, soundtrack, tempo, texture, tempo,

## TIER 3 VOCABULARY

Graphic score, layering, synesthesia, visual representation

## ENRICHMENT

- Take part in a singing workshop with school singing teacher – Ella Shaw
- Young Voices Workshop

## JOB ROLE & CONSOLIDATION TASK

We are... artists



Consolidation Task – Complete the assessment quiz presentation on Kapow and teacher assessment of final performance.

## CURRENT LEARNING OBJECTIVES

1. **Hearing colours** – To understand that music can be represented with colours
2. **Picturing Music** – To represent a piece of music as a graphic score
3. **Vocal Composition** – To create a vocal composition based on a picture
4. **Colour composition** – To create a piece of music inspired by a single colour
5. **Performing a colour** – To work as a group to perform a piece of music.
6. **Assessment and Consolidation of Learning Task**

## UNIT OUTCOMES

### Pupils should be taught to:

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

## KEY SKILLS

### Pupils might:

- Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.
- Comparing, discussing and evaluating music using detailed musical vocabulary.
- Developing confidence in using detailed musical vocabulary (related to the interrelated dimensions of music) to discuss and evaluate their own and others' work.
- Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (e.g. remix, colours, stories, drama).
- Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.
- Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.
- Combining rhythmic patterns (ostinato) into a multi-layered composition using all the interrelated dimensions of music to add musical interest.
- Using musical vocabulary to offer constructive and precise feedback on others' performances.

## KEY KNOWLEDGE

### Pupils who are secure will be able to:

- To know that a vocal composition is a piece of music created only using voices.
- To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sound made.
- To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways.
- To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score.

