



What is Music?

Our music curriculum will enable our children to develop a rapidly widening repertoire which they use to create original, imaginative, fluent, and distinctive composing and performance work. They will develop the skills, knowledge and understanding that children need in order to become confident performers, composers, and listeners. They will develop the musical skills of singing, playing tuned and untuned instruments, improvising and composing music, and listening and responding to music. They will learn how music can be written down and will develop a good awareness and appreciation of different musical traditions and genres, and an ability to give precise written and verbal explanations, using musical terminology effectively, accurately, and appropriately.

How will the curriculum be delivered? The implementation.

Our curriculum is underpinned by the National Curriculum and has been informed by the recent Ofsted Model Music Curriculum review. It has been mapped to be progressive and build on prior learning, ensuring children know more and remember more over time. Thanks to carefully planned progression documents and our music scheme (Kapow!) we ensure continuity and progression across the key stages of knowledge, skills and vocabulary. The knowledge, skills and vocabulary set out are explicitly taught and practised within each unit. We also make links with wider curriculum themes to ensure that children will know how music reflect and shape our history, and contribute to the culture, creativity and wealth of our local area and beyond.

Curriculum Review (Impact):

Children's skills and knowledge are continually assessed throughout lessons and also across the academic year. This is often showcased in a final performance piece each term. Because our curriculum serves as the progression model, the level of success at each stage of a child's learning journey shows the degree of impact of teaching over the long-term. Pupil discussions will also help inform subject and senior leaders about the impact of our music curriculum and the next steps.

Concepts in Music

Musicians use key concepts and second order concepts relating to musical aspects and musical dimensions to help them understand the many areas of their discipline. These key concepts have been carefully considered and identified as the core knowledge, skills, and confidence to engage with and appreciate music. The key concepts are revisited and developed as the pupils move through the school to ensure that the knowledge, skills, and confidence to engage with music are firmly embedded within the long-term memory.

Teaching Enquiries

Year 3/4 A	Pentatonic melodies and composition (Theme: Chinese New Year)	Traditional instruments and improvisation (Theme: India)	Samba and Carnival Sounds and Instruments (Theme: South America)	Haiku, Music and Performance (Theme: Hanami Festival)	Jazz	Changes in Pitch, Tempo, and Dynamics (Theme: Rivers)
Year 3/4 B	Creating compositions in response to an animation (Theme: Mountains)	Adapting and Transposing Motifs (Theme: Romans)	Rock and Roll	Ballads	Body and Turned Percussion (Theme: Rainforests)	Developing singing technique (Theme: The Vikings)
Year 5/6 A	Film music	Musical theatre	Theme and variations (Theme: Pop Art)	Blues	Looping and remixing	Composing and performing a Leavers' song
Year 5/6 B	Dynamics, pitch and texture (Theme: Coast – Fingal's Cave by Mendelssohn)	Songs of World War 2	Composition to represent the festival of colour (Theme: Holi Festival)	Composition notation (Theme: Ancient Egypt)	South and West Africa	Composing and performing a Leavers' song

Key Concepts

Key concepts identify the content or focus areas of study at different times and come under the headings below:

	Performing	Listening	Composing	History of Music
Content	Performing is the act of making music for an audience at a particular time and place. Most performances need to be practised and refined.	To explore feelings and emotions in response to music, giving opinions, identifying instruments, structure, and musical features.	Composing occurs when you select and organise sounds to make music. Good compositions have an intention which is successfully communicated to the audience.	Show an appreciation, respect, and evaluate music across a range of historical periods, genres, styles, and traditions.

Second Order Concepts

Second order concepts can be used across all aspects of the subject to organise the substantive knowledge and skills taught:

Pitch	Duration	Dynamics	Tempo
Pitch is the position of a single sound. Sounds are higher or lower in pitch according to the frequency of vibration of the sound waves producing them.	Duration is an amount of time or how long or short a note, phrase, section, or composition lasts.	Dynamics means how quietly or loudly a piece of music should be played. Dynamics are an important way of conveying the mood of a piece.	Tempo is the speed at which a piece of music should be played. Italian words are used to describe different tempos of music.
Timbre	Texture	Structure	Notation
Timbre is the quality of a musical note. It is what makes a musical note sound different from another one. It is the specific tone or quality that a certain instrument or voice has.	Musical Texture refers to how different layers of a piece of music are combined to produce the overall sound.	Structure is the order the different sections of a song or piece of music are played in.	Notation is the method use to record, on paper or on screen, music that is heard or performed. A musician needs to read and write notation to share ideas.
Appraise	The appreciation, respect and evaluation of music and performances including what		

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was enjoyable and what could be improved.

Progression in Substantive Knowledge in Music

Second Order Concepts	Year 3	Year 4
<p>Pitch Pitch is the position of a single sound. Sounds are higher or lower in pitch according to the frequency of vibration of the sound waves producing them.</p> <p>Duration Duration is an amount of time or how long or short a note, phrase, section, or composition lasts.</p> <p>Dynamics Dynamics means how quietly or loudly a piece of music should be played. Dynamics are an important way of conveying the mood of a piece.</p> <p>Tempo Tempo is the speed at which a piece of music should be played. Italian words are used to describe different tempos of music.</p> <p>Timbre Timbre is the quality of a musical note. It is what makes a musical note sound different</p>	Performing	
	<ul style="list-style-type: none"> • 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. • Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology. 	<ul style="list-style-type: none"> • 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. • Singing and playing in time with peers with accuracy and awareness of their part in the group performance. • Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. • Playing syncopated rhythms with accuracy, control and fluency.
	Listening	
	<ul style="list-style-type: none"> • Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz). • Understanding that music from different parts of the world has different features. 	<ul style="list-style-type: none"> • Recognising the use and development of motifs in music. • Identifying gradual dynamic and tempo changes within a piece of music. • Recognising and discussing the stylistic features of different genres, styles and traditions of music using

<p>from another one. It is the specific tone or quality that a certain instrument or voice has.</p> <p>Texture Musical Texture refers to how different layers of a piece of music are combined to produce the overall sound.</p> <p>Structure Structure is the order the different sections of a song or piece of music are played in.</p> <p>Notation Notation is the method use to record, on paper or on screen, music that is heard or performed. A musician needs to read and write notation to share ideas.</p>	<ul style="list-style-type: none"> • 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 (related to the inter-related dimensions of music) when discussing improvements to their own and others' work. 	<p>musical vocabulary (Samba, Rock, and Roll).</p> <ul style="list-style-type: none"> • Identifying common features between different genres, styles, and traditions of music. • Recognising, naming, and explaining the effect of the interrelated dimensions of music. • Identifying scaled dynamics (crescendo/decrescendo) within a piece of music. • Using musical vocabulary to discuss the purpose of a piece of music. • Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.
<p>Appraise The appreciation, respect and evaluation of music and performances including what was enjoyable and what could be improved.</p>	Composing	
	<ul style="list-style-type: none"> • Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing). • Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). • Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. 	<ul style="list-style-type: none"> • Composing a coherent piece of music in a given style with voices, bodies and instruments. • Beginning to improvise musically within a given style. • Developing melodies using rhythmic variation, transposition, inversion, and looping. • Creating a piece of music with at least four different layers and a clear structure.

	<ul style="list-style-type: none"> Suggesting and implementing improvements to their own work, using musical vocabulary. 	<ul style="list-style-type: none"> Using letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions. Suggesting improvements to others' work, using musical vocabulary.
	History of Music	
	<ul style="list-style-type: none"> Understanding that music from different times have different features. (Also part of the Listening strand) 	<ul style="list-style-type: none"> Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (Also part of the Listening strand)
Second Order Concepts	Year 5	Year 6
	Performing	
<p>Pitch Pitch is the position of a single sound. Sounds are higher or lower in pitch according to the frequency of vibration of the sound waves producing them.</p> <p>Duration Duration is an amount of time or how long or short a note, phrase, section, or composition lasts.</p> <p>Dynamics Dynamics means how quietly or loudly a piece of music should be played. Dynamics are an important way of conveying the mood of a piece.</p>	<ul style="list-style-type: none"> Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. 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 communication with the group. Performing with accuracy and fluency from graphic and simple staff notation. Playing a simple chord progression with accuracy and fluency. 	<ul style="list-style-type: none"> 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, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group. Performing a solo or taking a leadership role within a performance. Performing with accuracy and fluency from graphic and staff notation and from their own notation. Performing by following a conductor's cues and directions.
	Listening	

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<p>Tempo Tempo is the speed at which a piece of music should be played. Italian words are used to describe different tempos of music.</p> <p>Timbre Timbre is the quality of a musical note. It is what makes a musical note sound different from another one. It is the specific tone or quality that a certain instrument or voice has.</p> <p>Texture Musical Texture refers to how different layers of a piece of music are combined to produce the overall sound.</p> <p>Structure Structure is the order the different sections of a song or piece of music are played in.</p> <p>Notation Notation is the method use to record, on paper or on screen, music that is heard or performed. A musician needs to read and write notation to share ideas.</p> <p>Appraise</p>	<ul style="list-style-type: none"> • 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.). • 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 inter-related dimensions of music) to discuss and evaluate their own and others' work. 	<ul style="list-style-type: none"> • 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 (Pop art, Film music). • 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. • *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.
Composing		
	<ul style="list-style-type: none"> • Composing a detailed piece of music from a given stimulus with voices, bodies, and instruments (Remix, Colours, Stories, Drama). 	<ul style="list-style-type: none"> • Improvising coherently and creatively within a given style, incorporating given features.

The appreciation, respect and evaluation of music and performances including what was enjoyable and what could be improved.		<ul style="list-style-type: none"> Improvising coherently within a given style. Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. Using staff notation to record rhythms and melodies. Selecting, discussing, and refining musical choices both alone and with others, using musical vocabulary with confidence. Suggesting and demonstrating improvements to own and others' work. 	<ul style="list-style-type: none"> Composing a multi-layered piece of music from a given stimulus with voices, bodies, and Instruments. Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure. Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch, and texture. Recording own composition using appropriate forms of notation and/or technology and incorporating. Constructively critique their own and others' work, using musical vocabulary.
		History of Music	
		<ul style="list-style-type: none"> Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time. (Also part of the Listening strand) 	<ul style="list-style-type: none"> 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. (Also part of the Listening strand)
		History of Music	
Appraise The appreciation, respect and evaluation of music and performances	Term 1	Year 3/4 A	Year 3/4 B
		Baroque - Armide Overture by Lully Baroque - Arrival of the Queen Of Sheba by Handel	Renaissance - L'Hom Arme by Anon Baroque - Dido and Aeneas: Overture by Purcell

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including what was enjoyable and what could be improved.		Classical - The Marriage of Figaro: Overture by Mozart Romantic - Erlkonig D 328 Op 1 Wer Reitet so Spat by Schubert Romantic - Sugar Plum Fairy by Tchaikovsky	Classical - The Clock: II Andante by Haydn Romantic - Ode to Joy by Beethoven Romantic - Grand March from Aida by Verdi
	Term 2	Early 20 th Century - The Firebird by Stravinsky Early 20 th Century - Song Before Sunrise by Delius Early 20 th Century - There Was a Monkey by Benjamin Britten Early 20 th Century - From the Diary of a Fly by Bartok Contemporary Christmas song – “I Wish It Could Be Christmas Everyday” by Wizzard	Early 20 th Century - Central Park in the Dark by Ives Early 20 th Century - Rhapsody in Blue by Gershwin Early 20 th Century - Begone Dull Care by Benjamin Britten Early 20 th Century - The Bird by Sergei Prokofiev Contemporary Christmas Song - “Last Christmas,” by Wham!
	Term 3	Mid 20 th Century - No 4 Hoe-Down by Aaron Copland Mid 20 th Century - Consider Yourself from the musical Oliver by Lionel Bart Contemporary - Desafinado by Stan Getz Contemporary - 54-46 That's My Number by Toots and the Maytals Contemporary - Lean On Me by Bill Withers	Mid 20 th Century - Take the ‘A’ Train by Duke Ellington Contemporary - The Way You Look Tonight by Tony Bennett Contemporary - How Blue Can You Get by B.B. King Contemporary - All Right Now by Free Contemporary - Suspicious Minds by Elvis Presley
	Term 4	Contemporary - Rockin' All Over the World by Status Quo / John Fogerty Contemporary - Dancing Queen by ABBA Contemporary - Jammin' by Bob Marley and the Wailers	Contemporary - Mamma Mia by ABBA Contemporary - Sir Duke by Stevie Wonder Contemporary - The Robots (Die Roboter) by Kraftwerk Contemporary - Eye of the Tiger by Survivor

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		Contemporary - Don't Stop Believin' by Journey Contemporary - Hello by Lionel Richie	Contemporary - Me, Myself and I by De La Soul
	Term 5	Contemporary - Make You Feel My Love by Bob Dylan Contemporary - Livin' La Vida Loca by Ricky Martin Contemporary - It Had Better Be Tonight by Michael Bublé Contemporary - Jai Ho by A. R. Rahman Theatre - "Circle of Life" from Lion king	Contemporary - U Can't Touch This by MC Hammer Contemporary - Mas Que Nada by Sergio Mendes and the black eyes peas Contemporary - Don't Stop Believin' by Petra Haden Contemporary - Happy by Pharrell Williams Theatre - "You can't stop the beat" from Hairspray
	Term 6	Children to share their favourite songs with the class.	Children to share their favourite songs with the class.
		Year 5/6 A	Year 5/6 B
Appraise The appreciation, respect and evaluation of music and performances including what was enjoyable and what could be improved.	Term 1	Early music - L'autrier Pastoure Seoit (The Other Day a Shepherdess Was Sitting) by Anon Baroque - Let the Bright Seraphim by Handel Classical - Moonlight Sonata (adagio) by Beethoven Romantic - Minute Waltz in D-flat by Chopin Romantic - Piano Concerto: Allegro Maestoso (tempo giusto) by Liszt	Early music - La Quinta Estampie Real (anon 13th C.) by Anon Baroque - Brandenburg Concerto No 1 by Bach Classical - Symphony no 5 in C Minor (allegro con brio) by Beethoven Romantic - Radetzky March by Johann Strauss Romantic - Bridal Chorus (Wedding March) by Wagner
	Term 2	Early 20th Century - The Planets: Mars by Gustav Holst Early 20th Century - Bolero by Ravel	Romantic / Early 20 th - Prelude A L'Apres-Midi D'Un Faune by Debussy Romantic / Early 20 th - Peer Gynt Suite: Anitras Dance by Grieg

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		<p>Early 20th Century - Fishing Song by Benjamin Britten</p> <p>Early 20th Century - One O'Clock Jump by Count Basie</p> <p>Contemporary Christmas Song – "Christmas" by Michael Bublé</p>	<p>Early 20th Century - Fantasia on Greensleeves by Vaughan Williams</p> <p>Early 20th Century - A New Year Carol by Benjamin Britten</p> <p>Contemporary Christmas Song - "All I Want for Christmas Is You" by Mariah Carey</p>
	Term 3	<p>Mid 20th Century - Bridge Over the River Kwai by Malcolm Arnold</p> <p>Contemporary - I Saw Her Standing There by The Beatles</p> <p>Contemporary - Fly Me to the Moon by Frank Sinatra</p> <p>Contemporary - Ain't No Mountain High Enough by Marvin Gaye & Tammi Terrell</p> <p>Contemporary - Amazing Grace by Elvis Presley</p>	<p>Mid 20th Century - Johnny B Goode by Chuck Berry</p> <p>Mid 20th Century - The Click Song by Miriam Makeba</p> <p>Contemporary - When I'm 64 by The Beatles</p> <p>Contemporary - Oye Como Va by Santana</p> <p>Contemporary - Waterloo by ABBA</p>
	Term 4	<p>Contemporary - My First, My Last, My Everything by Barry White</p> <p>Contemporary - We Will Rock You by Queen</p> <p>Contemporary - Super Trouper by ABBA</p> <p>Contemporary - It's Like That by Run D.M.C.</p> <p>Contemporary - Lord of the Dance by Ronan Hardiman</p>	<p>Contemporary - Libertango by Astor Piazzola</p> <p>Contemporary - Three Little Birds by Bob Marley and the Wailers</p> <p>Contemporary - Rappers Delight by The Sugarhill Gang</p> <p>Contemporary - Imperial March by John Williams</p> <p>Contemporary - Livin' on a Prayer by Bon Jovi</p>
	Term 5	<p>Contemporary - Diggin' On by James Brown</p> <p>Contemporary - Shackles (Praise You) by Mary Mary</p> <p>Contemporary - Make You Feel My Love by Adele</p>	<p>Contemporary - Bring Him Back Home by Hugh Masekela</p> <p>Contemporary - The Fresh Prince of Bel Air by DJ Jazzy Jeff & The Fresh Prince</p> <p>Contemporary - Homelands by Nitin Sawhney</p>

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		Contemporary - Don't Stop Believin' by The Cast of Glee Theatre - "Defying Gravity" from Wicked	Contemporary - Lean on Me by ACM Gospel Choir Theatre - "One Day More" from Les Misérables
	Term 6	Children to share their favourite songs with the class	Children to share their favourite songs with the class

Vocabulary

Vocabulary is an essential building block to enable children to access the curriculum; within music teaching sequences we use explicitly planned vocabulary to teach tier 2 and 3 vocabulary to all children. Teachers ensure that all children understand the key vocabulary needed to access the learning, with careful scaffolding for children with SEND. To support their vocabulary acquisition, the etymology and morphology of key vocabulary is also taught explicitly in our spelling lessons throughout KS2.

Key Conceptual Vocabulary

Key conceptual vocabulary identified within the content or focus areas of study at different times under the headings below:

	Year 3/4	Year 3/4	Year 5/6	Year 5/6
Term 1	Crescendo Pentatonic Notation Graphic score Stave and letter notation	Compose Notation Composition Graphic score Ensemble Melody Soundscape	Chromatics Composition Evoke Graphic score Imagery Improvise Major key Minor key Modulates Notate Pitch Sound effects Soundtrack	Depict Composition Conductor Graphic score Improvise Notate Ensemble

			Tremolo Unison	
Term 2	Bollywood Notation Graphic score Stave and letter notation Tal Rag Drone Improvising	Motif Ostinato Riff Rhythm Backing track Transpose Sharp notes Flat notes Notation Graphic score Letter notation Rhythmic notation	Composer Librettist Lyricist Director Musical Director Choreographer Designer Performers Character song Action song Transition Score Script	Expression Dynamics Diaphragm Melody Melody line Counter melody Pitch Score Graphic score
Term 3	Rhythm Syncopation Off-beat Break	Bass line Walking bass Notation In time Hand jive In tune Tempo Dynamics Pitch	Pulse Notation Diaphragm Melody Phrase Rhythm, 3/4 time 4/4 time Orchestra	Graphic score Synaesthesia Major Minor Layering
Term 4	Col legno Pizzicato Haiku Glissando	Ballad Compose Stanza Solo	12-bar blues Chord Scale Ascending scale	Melody Improvising Motif Call and Response

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	Staccato Improvising Melody Inspiration	Ensemble Expression Lyrics Chorus Nonsense words	Descending scale Blues scale Improvisation Bent notes Bar Quaver	Unison Verse Structure Major Minor Tempo Ensemble Notation Staff notation Letter notation
Term 5	Ragtime Dixieland Scat Motif Swung rhythm Syncopation Tempo Rhythm Off-beat Call and Response Improvising	Appraising Melody Rhythm Contrast Layers Transition	Layers Loop Remix Fragment Melody line Structure Backbeat	Chord Chord progression Major chords Minor chords Break Call and Response Acapella Soloist Duo Ostinato Polyrhythms Syncopation Rest Metronome
Term 6	Ostinato Acapella Rounds Harmony Cue	Transpose Major Minor Parts Ensemble	Lyrics Tempo Arrangement Chords Chord Progression	Lyrics Tempo Arrangement Chords Chord Progression

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		Notation Duration	Melody Dynamics Crescendo Diminuendo Forte Piano Verse – chorus structure Backing track	Melody Dynamics Crescendo Diminuendo Forte Piano Verse – chorus structure Backing track
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Adaption for children with SEND

Following the expectations laid out by the SEN Code of Practise, adaptations are made for individuals who need something that is addition to or different from others in the class.

‘Music gives a soul to the universe, wings to the mind, flight to the imagination, and life to everything.’

-Plato-

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