



HEYHOUSES C.E. PRIMARY SCHOOL MUSIC CURRICULUM





At Heyhouses we aspire to be all that God has created us to be.

'I can do all things through Christ who strengthens me.' Philippians 4:13

Our aim and purpose in education is based on firm beliefs and values; that Jesus is our redeemer; that each individual is unique and valued; and that although all different, we are dependent upon one another.

In our school we seek to provide for the spiritual, mental, moral and physical development, growth and well-being of all our children.

— Firm Foundations — Ambitious Learning — Flourishing for life —

Curriculum Vision



At Heyhouses our Music Curriculum seeks to enable children to understand musical concepts through a repetition-based approach to learning. Learning about the same musical concept through different musical activities enables a more secure, deeper learning and mastery of musical skills. Our activities aim to embed a deeper learning, knowledge, understanding and skills.

All musical learning in this scheme is built around the Interrelated Dimensions of Music: pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation. These dimensions are at the centre of all the learning encouraging the development of musical skills as the learning progresses through listening and appraising, differing musical activities (including creating and exploring) and performing.

The strands of musical learning are part of a learning spiral that occurs over time. This ensures that children can both develop new musical skills and concepts, and re-visit established musical skills and concepts. Mastery means both a deeper understanding of musical skills and concepts and learning something new.

At Heyhouses we have long prided ourselves in our love for music. We wish to see all children and young people to learn to sing, play an instrument and create music together, and have the opportunity to progress their musical interests. We enjoy specialist music teacher involvement and make use of wider opportunities through, for example, the teaching of a brass instrument in Year 4 and the engagement of music specialists as a part of our Music, Arts and Drama festival. We also provide opportunities for children to follow their musical interests and talents through peripatetic music lessons. We regularly sing collectively, at times of celebration, in church, at structured events and believe it is important for all children to have the opportunity to perform.

Music in the EYFS



	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
E Y F S	<p>Nursery Rhymes. Learning to pitch voice. Learning words to well-known songs. Responding to pulse & rhythm.</p>	<p>Nativity. Learning to pitch voice. Learning songs for the Nativity. Preparation for performance. Responding to pulse & rhythm.</p>	<p>Fairy Tales themed to EYFS Curriculum. Developing pitching voice. Learning appropriate songs related to Fairy Tales. Simple Percussion Instruments. Understanding rhythm and pulse applied to a musical instrument and developing a sense of pulse through movement.</p>	<p>Moving to music Pupils learn to associate movement to pulse and rhythm. Building a repertoire of songs and nursery rhymes.</p>	<p>Animal Songs linked to educational visit. Integrating actions and continuing movement responding to rhythm and pulse.</p> <p>Shalom linked RE Curriculum- learning a Jewish song with Hebrew word. MAD Festival movement to music, music appreciation, dance and drama activities through music.</p>	<p>Preparing and performing action songs for Parents at the Rainbow Charter Award Assembly.</p>

Music in KS1



Y1	Developing a sense of pulse and rhythm	Harvest songs. Preparing Harvest hymns for Church Service integrated with Year 2. Develop awareness of use of voice. Controlling Pitch and duration of notes. Learning words from memory.	Christmas songs and Carols. Building on developing skills. Learning established Christmas Carols from memory, requiring wider vocal range and musical challenges, for performing to parents. NC1.1, NC1.3, NC1.4	Little Red Hen Preparing specifically composed songs. Developing awareness of pitch and duration of notes.	Little Red Hen. Rehearsing songs for musical performance to parents, integrating some movement to music. Performing to parents. NC1.1, NC1.3, NC1.4	Sounds Interesting. Learning the names of a variety of percussion instruments, recognising the sounds they make, exploring and learning to play them – tap it, shake it, scrape it. Make simple sound effect for a story. Learning about Timbre. NC1.1, NC1.2	Learning Songs for Charter Assembly Preparing and learning songs for final Year 1 Charter Assembly for parents, using skills established throughout the year. NC1.1, NC1.3, NC1.4
		Charanga – Pupils beginning to explore pulse, pitch and rhythm through songs and musical instruments. NC1.1, NC1.3, NC1.4		Preparing and Learning songs from memory. NC1.1, NC1.3, NC1.4		MAD Festival movement to music, music appreciation, dance and drama activities through music. NC1.1, NC1.2, NC1.3, NC1.4	

	Building Blocks			Strands of Learning			
	Pulse	Rhythm	Melody (and notation)	Active listening	Composing and improvising	Performing	Singing
Year 1	Keep a steady pulse in a group and be able to pick out two different tempos in music. NC1.3/ NC1.4	Repeat back short basic rhythms and perform rhythmic ostinatos. NC1.2/ NC1.4	Sing back short melodies that use 1-2 different pitches and develop the concept of pattern work in music using rhythm grids. NC1.1/ NC1.2/ NC1.4	Identify musical features in a range of high-quality live and recorded music; replicate basic rhythms heard. NC1.3/ NC1.4	Improvise simple rhythms based on a given stimuli (e.g. rhythm grids). NC1.4	Play basic rhythms on untuned percussion instruments and using body percussion. NC1.2	Sing simple folk tunes in unison both with and without accompaniment or backing tracks. NC1.1

Music in KS2



Y2	Developing a sense of pulse and rhythm	Harvest Songs. Preparing Harvest hymns for Church Service integrated with Year 1. Revisit awareness and use of voice. Continue to develop controlling pitch and duration of notes. Learning words from memory. NC1.1	Nativity Learning (In House composed songs and music). Nativity songs, requiring wider vocal range and musical challenges, for public performance in church Incorporating movement, dance and drama. Integrated with Year 5 Choir (See Autumn 2 Y5). NC1.1	Creepy Castle. Exploring use of voice and percussion instruments with Creepy Castle Composition. Pupils make individual and group contributions. Responding to visual images, pupils learning to apply musical sounds to the images. Pupils start to learn about the elements of music (pitch, pulse, rhythm, dynamics, duration). NC1.2, NC1.4	Songs and Numbers Cross curricular. Using body percussion, pupils developing sense of pulse and rhythm and integrating numeracy skills. Developing co-ordination, pupils learn to respond to a variety of movements using body percussion. NC1.4	Action Songs (Cross curricular Geography). Simama Kaa, Swahili song, moving in time, in pulse and learn the words from memory. Focus on rhythm and pulse. MAD Festival movement to music, music appreciation, dance, drama & singing activities through music. NC1.1, NC1.2, NC1.3, NC1.4	Learning Songs for Charter Assembly Preparing and learning songs for final Year 2 Charter Assembly for parents, using skills established throughout the year. NC1.1, NC1.3
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	Building Blocks			Strands of Learning			
	Pulse	Rhythm	Melody (and notation)	Active listening	Composing and improvising	Performing	Singing
Year 2	Keep a steady pulse in a group and solo with musical accompaniment; demonstrate at least 2 different time signatures (3/4 and 4/4). NC1.3/ NC1.4	Repeat back longer basic rhythms from memory (at least 2 bars); performing from very basic notation e.g. crotchets, quavers and minims. NC1.2/ NC2.1/ NC2.3	Sing back short melodies that use around 2-3 notes; Perform from rhythmic notation including crotchets and minims. NC1.1/ NC1.2/ NC1.4	Identify where elements change (e.g. music gets faster or louder;) replicate these changes in a simple performance. NC1.3/ NC1.4	Repeat back longer basic rhythms from memory (at least 2 bars) and add imitations of the rhythms as improvisation. NC1.4	Play longer phrases on untuned percussion instruments and body percussion. NC1.2	Sing simple songs and folk songs in rounds. NC1.1

Music in KS2



Y3	Adding melody to pulse and rhythm	Harvest Songs Preparing Harvest hymns for Church Service integrated with Years 4,5,6.	Human Body (Cross Curricular Science). Children learn the different bones in the body to a song in popular style. Move and respond to focus given pulse and rhythm. Muscles song integrates with skeleton song, making the association of muscles and bones. Christmas songs and Carols learning traditional Christmas Carols integrated with Years 4,5,6 for Junior Carol Service. Learn and perform a range of Christmas Carols and songs for parents. Some use of percussion instruments developing awareness of pulse and rhythm. NC1.1, NC1.2, NC1.3, NC1.4, NC1.5, NC1.6	Composer Profile Aaron Copland Hoe Down. Pupils study the biography of American Composer Aaron Copland and study instruments in the symphony orchestra. Developing awareness of dynamics, pitch, rhythmic devices and tempo in instrumental music. NC1.3, NC1.4, NC1.5, NC1.6	French Songs Cross curricular (languages and numeracy). Pupils learn greetings, nouns and verbs and to count to 12 in French. Pupils learn about musical structure, introduction, verse and chorus. NC1.1, NC1.2, NC1.3, NC1.5	Music in story. Pupils continue to learn about the elements of music (pitch, pulse, rhythm, dynamics, duration) through Ostinato, songs and how music expresses dramatic events in films. Bee Assembly Rehearsing songs for Ecological theme assembly, integrating movement and dance to music. Performing to parents. NC1.1, NC1.3, NC1.4 NC1.5, NC1.6 MAD Festival movement to music, music appreciation, dance and drama activities through music NC1.1, NC1.2, NC1.3, NC1.4, NC1.5, NC1.6	Learning Songs for Charter Assembly. Preparing and learning songs for final Year 3 Charter Assembly for parents, using skills established throughout the year. NC1.1, NC1.3, NC1.5
		Roman Rap (Cross curricular History). Pupils compose in groups Roman Rap for Class performance and recording. Fitting words to an established rhythm, metre and compound duple pulse. NC1.1, NC1.3, NC1.4 NC1.5, NC1.6					

	Building Blocks			Strands of Learning			
	Pulse	Rhythm	Melody (and notation)	Active listening	Composing and improvising	Performing	Singing
Year 3	Keep a steady pulse in a group and solo without musical accompaniment; demonstrate 2/4, 3/4 and 4/4 in at least 3 different tempos. NC2.1/ NC2.3	Perform more extended rhythms that use crotchets, quavers, minims and their rests. NC2.1/ NC2.4	Perform from and compose using 3 pitched notes and simple rhythms (crotchets, quavers, minims and rests). NC2.1/ NC2.2/ NC2.3/ NC2.4	Identify and describe musical features in pieces from different traditions; sing or play back simple melodies that are heard. NC2.3/ NC2.5/ NC2.6	Create basic 3 note tunes and simple rhythms using crotchets, quavers, minims and their rests. NC2.2	Use tuned percussion/ melodic instruments as well as the voice to perform 3+ note melodies and simple rhythms. NC2.1	Sing songs and folk rounds whilst accompanied by ostinatos from the group. NC2.1

Music in KS2



Y4	Adding melody to pulse and rhythm	Harvest Songs. Preparing Harvest hymns for Church Service integrated with Years 3,5,6. NC1.1, NC1.3, NC1.5	Christmas songs and Carols. Learning traditional Christmas Carols integrated with Years 4,5,6 for Junior Carol Service. Christingle Assembly. Pupils continue to respond to more complex rhythms in the Christmas repertoire and perform in assembly for parents.	WCIT NC1.1, NC1.2, NC1.3, NC1.4, NC1.5, NC1.6	WCIT NC1.1, NC1.2, NC1.3, NC1.4, NC1.5, NC1.6	MAD Festival movement to music, music appreciation, dance and drama activities through music. NC1.1, NC1.2, NC1.3, NC1.4, NC1.5, NC1.6	Learning Songs for Charter Assembly Preparing and learning songs for final Year 4 Charter Assembly for parents, using skills established throughout the year. NC1.1, NC1.3, NC1.4, NC1.5, WCIT
		Whole Class Instrumental tuition (WCIT) Learning notation and applying sound to musical symbols. Developing skills in relation to rhythm pitch and pulse through learning Brass instruments. NC1.1, NC1.3, NC1.4, NC1.5, NC1.6	WCIT Concert for parents.		WCIT NC1.1, NC1.2, NC1.3, NC1.4, NC1.5, NC1.6		

	Building Blocks			Strands of Learning			
	Pulse	Rhythm	Melody (and notation)	Active listening	Composing and improvising	Performing	Singing
Year 4	On a tuned instrument, keep a steady pulse in: 2/4, 3/4 and 4/4 time signatures and in different tempos with other pupils playing another ostinato to accompany. NC2.1/ NC2.3	Perform pieces with at least 2 rhythms happening together; recognise and clap back rhythms using single quaver rests. NC2.1/ NC2.3	Perform from and compose using 5 pitched notes (or 4 chords). NC2.1/ NC2.2/ NC2.3/ NC2.4	Compare pieces of music in different traditions; perform music heard aurally that contains 2+ different parts at the same time. NC2.1/ NC2.3/ NC2.5/ NC2.6	Improvise and compose tunes using 5 notes based on basic note values; create more developed rhythmic patterns (around 4 bars). NC2.2	Perform 5+ note melodies (or 4+ chords) and more complex rhythms on tuned instruments. NC2.1	Sing pieces in two parts that have melodies and counter-melodies. NC2.1

Music in KS2



Y5	Developing as a musician	Harvest Songs. Preparing Harvest hymns for Church Service integrated with Years 3,4,6. NC1.1, NC1.3, NC1.4, NC1.5, NC1.6	Y2 Nativity Choir. Singing solos, in small ensembles and large groups, integrated with Year 2. NC1.1, NC1.3, NC1.4, NC1.5, NC1.6	Ukelele. Pick out simple tunes and developing aural skills related to other units in the curriculum. NC1.1, NC1.2, NC1.3, NC1.4, NC1.5, NC1.6	Garage Band. Learning to use a simple computer programme to create music. Pupils continue to develop their understanding of pulse, rhythm and pitch applied to a computer music programme. NC1.1, NC1.2, NC1.3, NC1.4, NC1.5, NC1.6	MAD Festival movement to music, music appreciation, dance and drama activities through music. NC1.1, NC1.2, NC1.3, NC1.4, NC1.5, NC1.6 Composition with percussion Instruments. Pupils use percussion instruments to compose original short film scores alongside a given black and white film clip, utilising their understanding of pulse, pitch, rhythm, timbre and dynamics. NC1.1, NC1.2, NC1.3, NC1.4, NC1.5	Learning Songs for Charter Assembly. Preparing and learning songs for final Year 5 Charter Assembly for parents, using skills established throughout the year. NC1.1, NC1.3, NC1.4, NC1.5, NC1.6 Music History: Mozart, Symphony. Pupils study the biography of Mozart. Pupils learn about instruments in the symphony orchestra through the first movement of a classical symphonic work. NC1.3, NC1.5, NC1.6
		Ukelele. Learning to play chords on a stringed instrument. Relating vocal pitch to a musical instrument. NC1.1, NC1.2, NC1.3, NC1.4, NC1.5, NC1.6	Learning traditional Christmas Carols integrated with Years 4,5,6 for Junior Carol Service. NC1.1, NC1.3, NC1.4, NC1.5, NC1.6				

	Building Blocks			Strands of Learning			
	Pulse	Rhythm	Melody (and notation)	Active listening	Composing and improvising	Performing	Singing
Year 5	On a tuned instrument, regularly and accurately perform pieces in at least 3 contrasting tempos and time signatures. NC2.1	Perform pieces which use offbeat and dotted rhythms and single quaver rests. NC2.1	Perform from and compose with 5-8 different notes; capture the work in different formats so it can be recreated. NC2.1/ NC2.2/ NC2.3/ NC2.4	Whilst listening, pick out and perform syncopated and off-beat rhythms; be able to explain why that music uses those types of rhythms. NC2.2/ NC2.5/ NC2.6	Create four bar melodies in different tempos and time signatures that can be performed and include some off-beat rhythms. NC2.2/ NC2.5/ NC2.6	Perform 8 note melodies or developed chord progressions (e.g. 2+ chords per bar) and more complex rhythms. NC2.1	Sing pieces, including those from a classical tradition, with a range of at least 8 notes and pieces with at least 2 different parts. NC2.1

Music in KS2



Y6	Developing as a musician	<p>Harvest Songs. Preparing Harvest hymns for Church Service integrated with Years 3,4,5. NC1.1, NC1.3, NC1.4, NC1.5, NC1.6</p> <p>Musical structures. Children of Africa Pupils learn about Ostinato, repeated rhythms and binary musical structure. NC1.1, NC1.3, NC1.4, NC1.5, NC1.6</p>	<p>Notation, rhythm and pitch. Pupils learn about semibreves, minims, crotchets and quavers. Pupils learn how to apply clapping techniques to understanding and performing their own rhythms. NC1.1, NC1.2, NC1.3, NC1.4, NC1.5</p> <p>Christmas Carols in other European languages (French, German, Spanish, Italian, Ukrainian, Latin) learning traditional Christmas Carols integrated with Years 4,5,6 for Junior Carol Service. NC1.1, NC1.3, NC1.4, NC1.5, NC1.6</p>	<p>Exploring musical processes. Pupils listen to and study a variety of songs to understand how composers are inspired by political, domestic historic events representing these through music. Pupils start to learn the processes of musical analysis integrating their understanding of the elements of music. NC1.1, NC1.3, NC1.5, NC1.6</p>	<p>Music History: Tchaikovsky. The orchestra and Instruments. Ballet Suites. Pupils study biography of a Romantic Period Composer and some of his works. Pupils develop their understanding of the symphony orchestra and how instruments represent different characteristics of relating a story through movement and dance. NC1.3, NC1.4, NC1.5, NC1.6</p>	<p>Listening Projects- Journeys Moving On. Pupils learn songs to support their understanding of the different social environments they are likely to encounter at High School. With increasing awareness of their understanding of the elements of music and musical structures. NC1.1, NC1.3, NC1.4</p> <p>MAD Festival movement to music, music appreciation, dance and drama activities through music Songs for Performance. NC1.1, NC1.2, NC1.3, NC1.4, NC1.5, NC1.6</p>	<p>Learning Songs for Charter Assembly. Preparing and learning songs for final Year 6 Charter Assembly for parents, using skills established throughout the year. Public performance of musical or cantata. NC1.1, NC1.3, NC1.4, NC1.6</p> <p>Leavers Assembly. Pupils learn a range of Hymns and songs in preparation for these public events. NC1.1, NC1.3, NC1.4, NC1.5, NC1.6</p>
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Music in KS2



	Building Blocks			Strands of Learning			
	Pulse	Rhythm	Melody (and notation)	Active listening	Composing and improvising	Performing	Singing
Year 6	When performing solo and in an ensemble, follow direction to change tempo accurately within pieces of music. NC2.1/ NC2.3	Perform pieces which use offbeat and syncopated rhythms in 3 different time signatures 3 different tempos. NC2.1	Perform from and compose with 8 different notes; Capture the work in different formats including staff notation so it can be recreated. NC2.4	Talk about the key features of music including: Tempo, metre, instrumentation, melody. Understand the key features of at least four different types/ genres of music. NC2.1/ NC2.3/ NC2.5/ NC2.6	Improvise and compose extended pieces of music using up to 8 notes and a variety of rhythms, tempos and time signatures. NC2.2/ NC2.5/ NC2.6	Perform confidently and accurately individually and as part of a group. NC2.1/ NC2.4	Sing musically. Responding to the performance directions of the piece e.g. phrasing; sing more extended harmony parts. NC2.1/ NC2.4