



MUSIC

CURRICULUM: MUSIC

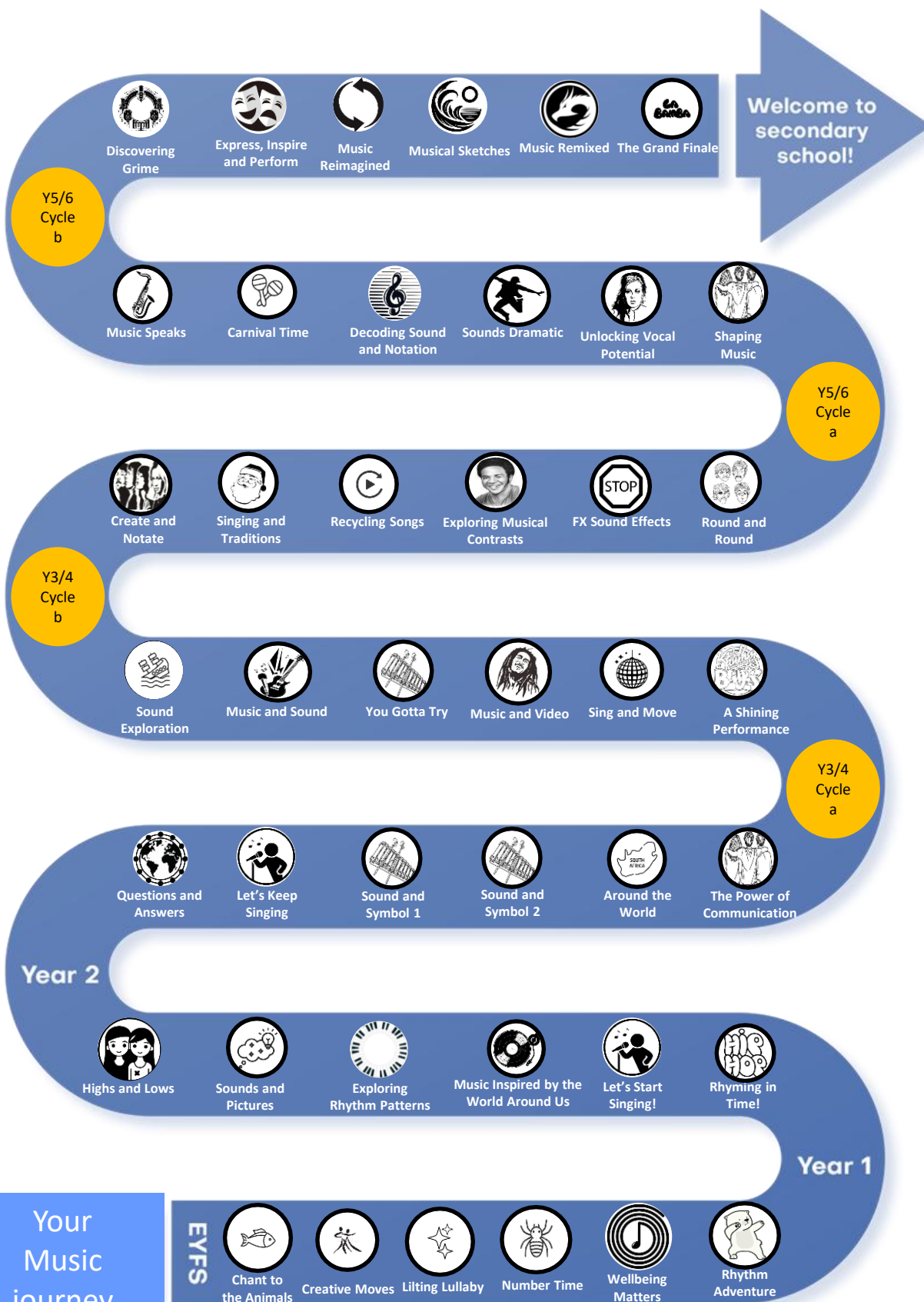


St Joseph's
Catholic Primary School

Love God, Love Learning, Love One Another.



CURRICULUM NARRATIVE



Your Music journey starts here!



CURRICULUM NARRATIVE

Intent

We pride ourselves on delivering an integrated, practical, exploratory and child led approach to music learning. Music is taught using the Charanga Musical School scheme, which ensures high quality, consistent provision and clear progression of skills from Reception to Year 6.

Our intent is to ensure that all pupils:

- Develop a love of music and enjoy making music together
- Acquire a wide range of musical skills, knowledge and understanding
- Perform, listen to and evaluate music from different historical periods, genres and styles
- Develop vocal and instrumental skills
- Understand and begin to use musical notation
- Explore how music is created and produced
- Understand how music links to real world careers and future opportunities

Through music, pupils build confidence, creativity, resilience and self belief, while learning to express themselves and collaborate with others.

Implementation

Music at St. Joseph's is delivered through the Charanga Musical School Units of Work, which support learning through a spiral, mastery based approach. Musical concepts are revisited regularly through different activities, enabling pupils to develop deeper understanding and long term retention of skills.

Learning music through repetition does not mean slow progress; instead, it allows pupils to:

- Revisit key concepts in different contexts
- Secure understanding through practice
- Build confidence while extending skills

From Reception to Year 6, pupils complete six half termly Units of Work each year. The final unit, Reflect, Rewind and Replay, provides opportunities for consolidation, assessment and extension.

Structure of Music Lessons

Each Charanga unit is built around a core song and includes three main stages:

1. Listen and Appraise
2. Musical Activities – including games, singing, playing instruments, improvising and composing
3. Perform and Share

Key elements include:

- Games that embed the interrelated dimensions of music (such as tempo, pitch, rhythm and dynamics)
- Singing, which sits at the heart of all musical learning
- Playing instruments, both tuned and untuned percussion, with opportunities to play band instruments where available
- A sound before symbol approach, with notation introduced gradually
- Opportunities to improvise and compose using voices and instruments

Pupils regularly work towards performing to an audience, building confidence and pride in their achievements.



CURRICULUM NARRATIVE

Music and Careers

Explicit teaching of musical career links is embedded within music units.

Pupils learn about:

- How music is created, performed and produced
- Different musical roles and professions
- How musical skills are transferable to other careers

Careers explored include:

- Performers and musicians
- Composers and songwriters
- Music producers and sound engineers
- DJs and music technologists
- Music teachers and conductors

This helps pupils understand the purpose of music learning, builds cultural capital and raises aspirations by showing how music can form part of future education, employment and recreation.

Impact

By the time pupils leave St. Joseph's, they will be:

- Happy, confident musicians
- Able to perform, listen to and evaluate music with increasing skill
- Confident in singing and using instruments
- Familiar with musical notation and key musical vocabulary
- Aware of how music plays a role in culture, society and future careers

The impact of our Music curriculum is measured through:

- Monitoring by the Music subject lead to ensure National Curriculum coverage
- Subject deep dives including pupil voice, book and evidence scrutiny, lesson drop ins and staff discussion
- Assessment of pupils' musical knowledge and skills through Charanga outcomes
- Sharing good practice across staff
- Ongoing monitoring, evaluation and review to identify next steps
- Tracking of pupil progress year on year to ensure all pupils remain on track from their starting points.

Pupils leave St. Joseph's equipped with the musical skills, confidence and enthusiasm needed for the next stage of their learning and a lifelong appreciation of music.



PROGRESSION OF SKILLS

Focussed Listening						
EYFS	Year 1	Year 2	Y3/4 (Cycle a)	Y3/4 (Cycle b)	Y5/6 (Cycle a)	Y5/6 (Cycle b)
- Listen attentively, move to and talk about music. - Follow and respond to a leader.	Listen attentively and with understanding to music from different historical periods. (All Units)	- Recognise the sound of different families of instruments and how each makes a sound. (U1, U3, U5) - Listen to music from around the world. (U1, U2, U3, U5)	- Aurally identify dimensions in music, such as pitch and texture. (U1, U3, U4, U5, U6) - Appreciate and respond to music from across historical periods and traditions. (U2, U5, U6)	- Listen with attention to detail for specific instruments, musical elements and recall sounds with increasing aural memory. (All Units) - Understand contrasting traditions and stories. (All Units)	- Develop and expand musical understanding through critical listening. Be able to use musical terminology and identify how it is used within the pieces of music they are listening to. (All Units) - Understand the stories, origins, traditions, history and social context of Brazilian Samba. (U5)	- Further develop students' knowledge and understanding of the music they are listening to. (All Units) - Be able to confidently identify musical elements and describe the pieces of music accurately using musical vocabulary. (All Units)

Notation						
EYFS	Year 1	Year 2	Y3/4 (Cycle a)	Y3/4 (Cycle b)	Y5/6 (Cycle a)	Y5/6 (Cycle b)
	- Follow a graphic score made from pictures and symbols to guide singing and playing. (U5) Use the Rhythm Grids tool to create and read simple rhythm patterns. (U4) - Use the Percussion A writer tool to write and read symbols that represent sounds. (U6)	- Represent rhythms with notation, including crotchets, quavers, and crotchet rests. (U4, U5) - Recognise notation and match it to 3-note tunes played on tuned percussion. (U3, U4)	- Recognise a stave (the five lines) and a clef (such as Treble or Bass). (U1, U4) - Play and perform melodies following staff notation with a small range of notes. (U1, U4) - Identify and differentiate between the symbols for crotchets and paired quavers. (U1, U4) - Create and perform a graphic score (U5)	- Play and perform more complex melodies following staff notation as a class and in groups. (U1, U4) - Play and perform in two or more parts from simple notation. (U1, U4) - Understand the differences between minims, crotchets, paired quavers and their rests. (U1, U4) - Follow and perform simple rhythmic scores and maintain an individual part. (U1, U4)	- Play and perform melodies following staff notation written up to one octave. (U4) - Understand and play triads/chords. (U3, U4, U6) - Understand semibreves, minims, crotchets, paired quavers and semiquavers. (U1, U3, U4, U5, U6) - Understand the differences between 2/4, 3/4 and 4/4 time signatures. (U1, U4, U6)	- Confidently read and perform from notation, identifying note names and duration. (U4, U6) - Understand the difference between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests. (U1, U3, U4, U5, U6)



PROGRESSION OF SKILLS

Musical Elements						
EYFS	Year 1	Year 2	Y3/4 (Cycle a)	Y3/4 (Cycle b)	Y5/6 (Cycle a)	Y5/6 (Cycle b)
	- Pulse: Move in time with the beat of different pieces of music using lots of different body movements. (All units) - Rhythm: Use and repeat simple rhythmic patterns. Be able to copy patterns accurately. (U1, U3, U4, U5, U6) - Pitch: Identify specific pitch registers (high, middle, low) and visually map the melodic contour of a song using physical gestures or symbols. (U2, U3, U4, U5, U6) - Dynamics: Distinguishing between piano (quiet) and forte (loud) to enhance the emotional impact or narrative of a performance. (U2, U3, U4, U5, U6)	- Pulse: Move in time to the beat. (All units) - Rhythm: Play and invent copycat rhythms. (U1, U4, U5) - Create rhythms using word phrases. Begin to identify the "strong beat" of the bar. (U1, U3, U4, U5) - Pitch recognition is developed through movement and instrument exploration. Accuracy is developed by echoing vocal phrases and identifying note heights on the glockenspiel. These skills are applied by playing specific notes like G, A, and B to create original melodies. (U1, U2, U3, U4, U5, U6) - Dynamics: Experiment playing instruments at different volumes, including mezzo piano (U4, U6)	- Pulse / Beat: Maintain a steady pulse while marching, tapping, or walking, using contrasting rhythms. (All Units) - Rhythm: Develop from echoing simple 4-beat patterns to performing syncopated (off-beat) rhythms and identifying symbols for crotchets and quavers. (All Units) - Pitch: Use hand movements to show melodic shape, sing sol-mi-la-do patterns, and play specific notes on tuned instruments. (All Units) - Dynamics: Use Italian terms piano (quiet) and forte (loud) and follow a conductor's hand signals to change volume expressively. (U2, U3, U4, U5, U6) - Tempo: The speed of the music. Children use tempo buttons to adjust playback speed and explore how changing tempo affects a song's mood or energy. (U1, U4, U5, U6) - Texture: The number of layers of sound. Children	- Pulse: Practice finding the pulse through whole-body movements like tapping knees, clicking, or nodding to the beat. (All units) - Rhythm: Use their knowledge of rhythm patterns to build their own compositions. (U1, U3, U4, U5, U6) - Pitch: Learn that higher placement on the stave corresponds to higher pitch. (U1, U2, U4, U5, U6) - Use solfège hand signals to follow melodic shapes and recognise when notes move by "step" (close together) or "jump" (wider distances). (U6) - Learn to compose melodies using specific note sets, such as the D minor scale (D, E, F, G, A), and practice starting and ending compositions on the "home note" D. (U1)	- Pulse: internalise a steady beat through movement; ensemble performers rely on the Surdo to maintain group coordination in Samba, and digital producers align notes to a grid in YuStudio to ensure rhythmic precision. (All units require pulse) - Rhythm: Build on their rhythm skills to use more complicated rhythms in their playing and composing. (U1, U2, U3, U4, U5, U6) - Pitch: Develop more fluency in recognising and reading different pitches from notation. Learn how to use different sets of notes (scales & tonality) to create different emotions. (U1, U2, U3, U4, U6) - Dynamics: Become more fluent in using musical	- Pulse: consolidate findings and maintain a steady pulse by tapping, clapping, or using percussion. They also learn that the "strong beat" is typically the first beat of a bar. (All units) - Rhythm: explore rhythmic patterns, including syncopation. Practice repeating rhythms from melodies and using speech-like rhythms in compositions. (U1, U4, U6) - Pitch: Learn to use technology to write melodies, and use a piano roll to visualise pitch movement. (U1, U5) - Develop matching singing pitch by ear. (U2, U4, U6) - Dynamics: Consolidate knowledge by identifying and applying changes in volume to communicate emotion or tell a story. (U1, U2, U4)



PROGRESSION OF SKILLS

Musical Elements Continued.						
EYFS	Year 1	Year 2	Y3/4 (Cycle a)	Y3/4 (Cycle b)	Y5/6 (Cycle a)	Y5/6 (Cycle b)
	- Tempo: Recognise and adapt to varying musical speeds, from a slow Largo to a fast Scherzo, and understand how tempo dictates the "energy" of a piece. (U1, U3, U2, U5, U6) - Structure: Construct and perform repeating musical patterns (ostinatos) and participate accurately in call-and-response (musical question and answer) structures. (U3, U4, U5) - Timbre & Texture: Select appropriate instrumental "voices" (wood, metal, skin) to create specific "sound pictures" and explore how layering these sounds builds musical texture. (U3, U4, U5)	- Follow instructions for gradual changes in volume, such as getting louder (crescendo) or softer (decrescendo). (U2, U4, U5) - Tempo: Understand and keep in time with changes of speed. (All units) - Timbre: Describe sounds using words like "smooth," "scratchy," "bright," or "warm". (U1, U5) - Learn to identify different instrument families (brass, percussion, string, woodwind) by their specific sounds. (U1, U3, U4, U5) - Structure: Improvise musical "questions" and "answers" and Call and Response using body percussion. (U1, U5, U6)	- identify broad textures (many instruments) and narrow textures (soloists) and create their own textures by layering rhythmic parts in an ensemble. (U1, U4, U5, U6) - Timbre: Compare the smooth sound of a clarinet to the deep sound of a cello, and choose instruments that specifically represent images, like using a tambourine for "rustling leaves". (U1, U4, U5, U6) - Structure: Learn standard song structures (Intro, Verse, Chorus, Instrumental, Outro) and use storyboards or graphic scores to plan the beginning, middle, and end of their own pieces. (U1, U4, U5) - Articulation: How notes are played, such as staccato or legato. Children use these to add character to their playing, such as using "spiky" sounds for a "Winter Warrior" composition. (U1, U2, U4, U5, U6)	- Dynamics: Learn to build musical expression by performing with forte and piano volumes while mastering gradual crescendos and diminuendos to add emotional depth to their playing. (U1, U3, U4, U5) - Tempo: learn that tempo affects the character and mood of a piece and practice following a conductor who speeds up or slows down. (U1, U4, U5) - Texture: explore musical texture by layering voices and instruments, moving from "thin" to "full" sounds, utilising sustained drones, melodic rounds, and two-part harmonies to build a rich harmonic foundation. (U2, U4, U5, U6) - Timbre: use FX to create realism, atmosphere, or drama, experimenting with how specific sounds (bubbles, whale calls, etc.) change the narrative impact of a scene. (U5)	- Tempo: Learn how to use tempo within YuStudio. (U3, U6) - Know that different styles of music have particular tempo ranges. (U1, U3, U4, U5, U6) - Texture: Build on their knowledge of drones, chords and triads. Learn how to use parts to layer in composition. (U1, U3, U4, U5, U6) - Timbre: Use the digital sound bank to make decisions on instrumental timbre to match the composition's style. (U3, U6) - Structure: Use a ternary form for a composition. Use and identify chorus, verse, and bridge. (U1, U3, U4, U6) - Articulation: build on using variations in articulation to create better effects when playing instrumental parts and also match compositional styles. (U4, U6)	- Tempo: Learn that tempo is the speed of music, measured in beats per minute (BPM). Practice adjusting tempo in digital software and using it to build anticipation or excitement. (U1, U3, U5) - Texture: learn about "layering" sounds, such as stacking drums, bass, and melodies. They describe texture as "thick" (many sounds) or "thin" (few sounds) and learn how it affects musical impact. (U1, U5) - Timbre: Compare and contrast the timbres of orchestral instruments with those of digital "synthesisers" and electronic sounds. (U3, U5) - Structure: learn the arrangement of sections, including intro, verse, chorus, bridge, and ending. They learn that structures like rounds involve parts that start at different times and interlock. (U4, U5)



PROGRESSION OF SKILLS

Musical Elements Continued						
EYFS	Year 1	Year 2	Y3/4 (Cycle a)	Y3/4 (Cycle b)	Y5/6 (Cycle a)	Y5/6 (Cycle b)
				- Structure: learn how a song is constructed, identifying sections like the intro, verse, chorus, bridge, and outro. (U3, U5, U6) - Articulation: learn to contrast staccato (short, bouncy, detached notes) with legato (smooth, sliding, connected notes). They apply these techniques to both singing and instrumental playing to tell a story or change the mood. (U4)		Articulation: Consolidate their skills in playing and choosing appropriate articulations to best represent the emotion of the piece. (U4)

Singing						
EYFS	Year 1	Year 2	Y3/4 (Cycle a)	Y3/4 (Cycle b)	Y5/6 (Cycle a)	Y5/6 (Cycle b)
- Sing well-known songs in a group or on their own, increasingly matching the pitch and following the melody. - Read words consistent with their phonic knowledge by sound-blending. - Know that a chant uses speaking voices musically	- Sing simple songs with a limited range, and chants and rhymes from memory. (U1, U2, U3, U4, U5, U6) - Singing collectively at the same pitch, responding to simple visual directions. (U1, U2, U3, U4, U6) - Sing call-and-response songs to control and match vocal pitch. (U4) Understand how to warm voices ready to sing. (U2)	- Sing songs with a small pitch range accurately with increasing vocal control. (U1, U2, U5, U6) - Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing. (U2, U4, U5) - Understand good posture to support Singing. (U1, U2, U5, U6)	- Sing unison songs with widening pitch range, in varying styles, tunefully and with expression. (U1, U2, U4, U6) - Perform actions confidently and in time. (U1, U2, U3, U4, U6) Perform as a choir in school assemblies. (U1, U2, U3, U6)	- Sing unison songs with up to an octave range, pitching accurately, and following choral directions. (U1, U2, U3, U4, U6) - Sing rounds and partner songs with different time signatures. (U6) Sing songs with a simple second part to introduce vocal harmony. (U2, U4, U6) - Perform a range of songs in school Assemblies (U1, U2, U3, U4, U6)	- Sing songs with a sense of ensemble and performance. (U1, U2, U4) - Observe phrasing, accurate pitching and appropriate style. (U1, U2, U4) - Sing three-part rounds, partner songs, and songs with a verse and a chorus. (U2) - Perform in school assemblies and other performances. Opportunities. (U1, U2, U4)	- Sing songs with syncopated rhythms. (U4, U6) - Sing as part of a choir, with a sense of ensemble and performance. (U2, U4, U6) - Observe rhythm, phrasing, accurate pitching and appropriate style. U1, U2, U4, U6) - Experiment with positioning singers. (U2) - Perform in school and to a wider audience. (U2, U4, U6)



PROGRESSION OF SKILLS

Instrumental Practice						
EYFS	Year 1	Year 2	Y3/4 (Cycle a)	Y3/4 (Cycle b)	Y5/6 (Cycle a)	Y5/6 (Cycle b)
Demonstrate coordination when playing untuned percussion.	- Select and play a range of untuned percussion (drums, woodblocks, triangles, shakers, cymbals), and recognise instruments based on their unique timbre (wood, metal, skin). (U3, U4, U5, U6) - Perform rhythm patterns (long, short, and rest sounds) (U1, U3, U4, U5, U6) - Keep a steady, repeating beat going (Ostinato) while the rest of the group plays something else. (U4)	- Play untuned/tuned percussion and classroom instruments using up to 3 notes (U1, U3, U4, U5) - Maintain a good posture with a straight back and relaxed shoulders while playing. (U1, U3, U4, U5) - Learn how to hold and use beaters correctly to strike glockenspiels. (U1, U3, U4, U5) - Develop playing from memory as a way to improve fluency and avoid repeated head movements while performing. (U1, U3, U4, U5) - Practice accurate note playing, specifically focusing on using up to 3 notes. (U1, U3, U4, U5) - Experiment with controlling different volume levels, such as playing loudly (forte), quietly (piano), or moderately quiet (mezzo piano). (U4, U5)	- Play untuned/tuned percussion, classroom and whole-class instruments (if appropriate) using notes up to 5 notes. (U1, U3, U4, U5) - Practice holding the beater correctly and striking the centre of the bars to achieve a clear, resonant tone. (U1, U4) - Use untuned percussion (tambourines, shakers, claves) to maintain a steady pulse and respond to count-ins and stop cues. (U1, U3, U4, U5) - Practice keeping a steady underlying beat (Ostinato) while others perform a contrasting rhythmic pattern. (U1, U4) - Use syncopation to add excitement and bounce to rhythm patterns. (U4) - Create texture by layering different instrumental parts, such as having one group play a steady beat while another plays a melody. (U1, U4, U5)	- Play tuned percussion, classroom and whole-class instruments using up to 8 notes. (U1, U4) - Master correct posture and hand positioning. Focus on striking the centre of each bar with a gentle, controlled motion. (U1, U4) - Enhance motor skills and timing by incorporating beater variations—alternating between the mallet head and the stick during rhythmic exercises. (U1, U4) - Learn to identify and play the five notes of the D minor scale (D, E, F, G, A). They practice playing these notes, stepping up in pitch and then down in step. (U1) - Explore musical expression by practising the contrast between forte (loud) and piano (soft), while developing the control needed for smooth crescendos and diminuendos. (U1, U4)	- Play tuned percussion, classroom and whole-class instruments (if appropriate) using major and minor scales and chords. (U1, U4, U6) - Continue to master correct posture and hand positioning. Focusing on striking the centre of each bar with a gentle, controlled motion. (U1, U4, U6) - Develop their fluency in note recognition and using articulation when playing the glockenspiel. (U1, U4) - Learn the unique rhythms for each of the samba instruments and develop the ability to play accurately while other parts are being played. (U5)	- Play tuned percussion, classroom, and whole-class instruments (if appropriate) using major and minor scales and chords Progressions. Learn the Bb major scale and main chords. (U4) - Consolidate good posture and playing technique, including the use of different articulations where appropriate. (U4, U6) - Continue to develop fluency in note recognition and playing from notation. (U4, U6) - Develop ensemble skills by playing multiple parts simultaneously, with pupils confidently holding their own parts. (U4, U6)



PROGRESSION OF SKILLS

Instrumental Practice Continued

EYFS	Year 1	Year 2	Y3/4 (Cycle a)	Y3/4 (Cycle b)	Y5/6 (Cycle a)	Y5/6 (Cycle b)
				- Learn to navigate articulation, switching between the crisp, detached bounce of staccato and the smooth, flowing connection of legato. (U1, U4) - Practice reading simple staff notation on a stave to play melodies. (U1, U4)		

Composition and Improvisation including using Music Technology

EYFS	Year 1	Year 2	Y3/4 (Cycle a)	Y3/4 (Cycle b)	Y5/6 (Cycle a)	Y5/6 (Cycle b)
- Write simple phrases and sentences that can be read by others. - Model how to tap rhythms to accompany words, such as tapping the syllables of names, objects, animals and the lyrics of a song.	- Improvise simple vocal chants using question-and-answer phrases. (U4) - Create musical sound effects in response to a stimulus. (U3, U4, U5, U6) - Combine sequences of sounds to make a story. (U5) - Understand the difference between creating a rhythm pattern and a pitch pattern. (U6) - Invent, remember and perform rhythm and pitch patterns. (U3, U4, U5, U6) - Recognise and create graphic notation to represent sounds. (U5, U6) - Use Rhythm Grids to create rhythmic patterns. (U4)	- Sing and play, using percussion instruments, simple, improvised question and answer phrases. (U1) - Create music in response to a non-musical stimulus. (U4, U5, U6) - Use graphic symbols and dot or stick notation to record composed pieces. (U3, U4) - Use the Rhythm Grids tool to create and read more complex rhythm patterns. (U3, U4, U5) - Use the Music Explorer tool to recognise and write music. (U4)	- Develop improvising skills using voices and untuned and tuned instruments, inventing short 'on-the-spot' responses with a limited note range. (U1, U4, U5, U6) - Compose in response to different types of stimuli. (U1, U3, U5, U6) - Structure musical ideas to create music that has a beginning, middle and end. (U1, U3, U5) - Create and simply notate three-note phrases. (U1, U4, U5) - Compose song accompaniment s on untuned percussion. (U1, U4, U5, U6) - Use video to capture and record creative ideas. (U3)	- Improvise with a limited range of notes, paying attention to musical features such as legato and staccato articulation. (U1, U4) - Make compositional decisions about the overall structure of improvisations. (U1, U5, U6) - Create and play short pentatonic phrases using five notes. (U1, U4) - Use the Music Explorer tool to write sequences of 2, 3 or 4-beat phrases, arranged into bars. (U1) - Use the YuStudio to explore musical components and sound effects by composing music for a video. (U5) - Use video to capture and record creative ideas. (U3)	- Improvise freely over a drone or groove to develop a sense of shape and character. (U1, U4) - Experiment with a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo). (U3, U4, U6) - Compose melodies made from pairs of phrases in a major and minor key. (U1, U3) - Compose a short ternary piece using the Music Notepad tool. (U1) - Use YuStudio to explore major and minor chords and to evoke a specific atmosphere, mood or environment. (U3, U6)	- Extend improvised melodies beyond 8 beats. (U1, U4, U6) - Develop improvisation skills to create music with multiple sections, including repetition and contrast. (U1, U4) - Use chord changes as part of an improvised sequence. (U4) - Use the Music Notepad tool to plan, compose, notate, and play melodic phrases that incorporate rhythmic variety and interest. (U4) - Use YuStudio to create and produce music with multiple sections and explain how musical contrasts are achieved. (U1, U3, U5) - Use YuStudio to remix real instrument loops. (U3, U5)



CURRICULUM END POINTS

	Musical Elements	Focussed Listening	Singing	Composition	Notation & Instrumental Practice
EYFS	- Keep a steady beat through movement and simple percussion. - Notice and respond to changes in pitch, tempo and dynamics. - Explore timbre using voices, instruments and everyday objects	- Listen attentively to music and talk about how it makes them feel. - Notice simple patterns and changes in music. - Respond physically to music through movement and gesture.	- Sing simple songs and rhymes with a limited pitch range. - Begin to match pitch in short phrases. - Explore using the voice in different ways (speaking, whispering, singing).	- Create simple sound patterns using instruments and sound-makers. - Experiment with making sounds to represent ideas, stories or feelings. - Begin to organise sounds (loud/quiet, fast/slow)	- Join in with group singing and simple performances. - Move in time with music. - Share their music-making with others with growing confidence.
Y1	- Maintain a steady beat and recognise changes in tempo. - Identify simple changes in pitch and dynamics. - Recognise and describe different instrumental timbres	- Express preferences and moods when listening to music. - Identify simple musical elements (beat, pitch, loud/quiet). - Recognise some common instruments by sound.	- Sing simple songs in unison with accurate pitch matching. - Follow simple visual directions (stop/start, loud/quiet). - Use the voice expressively.	- Improvise simple vocal chants and rhythmic patterns. - Create short sequences of sounds in response to a stimulus. - Begin to use simple graphic symbols to represent sounds	- Keep a steady beat when moving or playing. - Copy short rhythmic patterns. - Perform simple pitched patterns on tuned percussion
Y2	- Identify changes in pitch, dynamics, tempo and timbre. - Understand the difference between pulse and rhythm. - Group beats in twos and threes.	- Recognise and describe musical elements with increasing accuracy. - Identify instruments and understand that they have changed over time. - Express opinions about music using simple vocabulary	- Sing songs with a wider pitch range and clear melodic shape. - Demonstrate dynamics and tempo changes when singing. - Internalise a steady pulse using the 'thinking voice'.	- Improvise simple question-and-answer phrases. - Compose short pieces using graphic, dot and stick notation. - Use technology to capture and combine sounds (where available).	- Beat the pulse confidently using body percussion or instruments. - Read and perform simple rhythm patterns (crotchets, quavers, rests). - Follow graphic and simple pitch notation



CURRICULUM END POINTS

	Musical Elements	Focussed Listening	Singing	Composition	Notation & Instrumental Practice
Y3	- Maintain the pulse and respond to tempo changes. - Identify and use crotchets, quavers and rests. - Recognise how pitch is shown in dot notation.	- Describe and compare music using musical vocabulary. - Understand that music has changed over time. - Identify instruments and musical features with growing accuracy.	- Sing a widening range of unison songs with expression. - Perform simple rounds and partner songs. - Follow written and physical symbols for dynamics and tempo.	- Improvise short melodic and rhythmic ideas using limited notes. - Structure compositions with a beginning, middle and end. - Combine rhythmic notation with letter names (do, re, mi).	- Play simple ostinato (repeated pattern) and melodic patterns. - Read and clap 4-beat patterns using crotchets, quavers and rests. - Perform with others, showing awareness of the audience
Y4	- Identify and perform rhythms including minims, crotchets, quavers and rests. - Follow simple staff notation (lines, spaces, clef). - Maintain independent parts in two-part music.	- Describe how music reflects characters and moods. - Compare music using a wider range of vocabulary. - Understand that music continues to evolve over time.	- Sing with clear diction, accurate tuning and controlled breathing. - Perform canons, rounds and partner songs with increasing independence. - Use dynamics, tempo and articulation expressively	- Improvise using legato and staccato. - Compose pentatonic phrases using rhythmic notation. - Use major and minor chords to create mood. - Record ideas using staff notation and technology	- Play melodies using staff notation with developing fluency. - Maintain ostinato or drones within ensemble pieces. - Play by ear, copying short melodic phrases
Y5	- Understand and perform semibreves, minims, crotchets, quavers and semiquavers. - Recognise and perform in 2/4, 3/4 and 4/4 time signatures. - Use a wide range of dynamics and articulation.	- Appraise music with detailed vocabulary relating to texture, structure and mood. - Understand how music has progressed through sound and instrumentation. - Compare pieces with multiple layers and contrasting emotions	- Sing within an appropriate vocal range with accurate tuning and phrasing. - Perform three-part rounds and partner songs. - Use dynamics, tempo and articulation confidently.	- Improvise freely over drones or simple grooves. - Compose melodies in C major or A minor using paired phrases. - Compose ternary pieces with rhythmic or chordal accompaniment.	- Read and perform rhythmic phrases including semiquavers. - Follow pitch notation with increasing control. - Perform in solo and ensemble contexts with fluency and expression



CURRICULUM END POINTS

	Musical Elements	Focussed Listening	Singing	Composition	Notation & Instrumental Practice
Y6	- Confidently perform complex rhythms including semibreves to semiquavers and rests. - Understand and apply time signatures with accuracy. - Maintain independent parts in multi-layered ensemble pieces.	- Appraise and compare music using advanced musical vocabulary. - Understand how music has progressed through purpose, sound and instrumentation. - Analyse structure, texture and expressive features with confidence.	- Sing a broad range of songs with accurate tuning, phrasing and stylistic awareness. - Perform in harmony (three- and four-part rounds, simple harmony lines). - Refine use of dynamics, tempo and articulation.	- Improvise extended melodic ideas over chord changes. - Compose 8–16 beat pentatonic melodies with rhythmic variety. - Compose ternary pieces using chords, structure and technology. - Notate compositions accurately using staff notation.	- Perform melodies, basslines and chords with increasing fluency and control. - Play by ear, copying longer melodic phrases. - Read and perform confidently from staff notation. - Demonstrate professionalism and etiquette in performance contexts.



CAREER LINKS AND INFLUENTIAL PEOPLE

Music							
Year 1		Autumn 1 <i>Rhyming In Time</i>	Autumn 2 <i>Let's Start Singing</i>	Spring 1 <i>Music Inspired By the World Around Us</i>	Spring 2 <i>Exploring Rhythm Patterns</i>	Summer 1 Sounds and Pictures	Summer 2 <i>Highs and Lows</i>
	Career	Producer 	Theatre Manager 	Composer 	Beatmaker 	Conductor 	Percussive dance performer 
	Influential Person/Group	Crazy Legs 	Musical Mary Poppins 	Vivaldi 	Kanye West 	Local Orchestra 	Gregory Hines 

Music							
Year 2		Autumn 1 <i>Questions and Answers</i>	Autumn 2 <i>Let's Keep Singing</i>	Spring 1 <i>Sound and Symbol 1</i>	Spring 2 <i>Sound and Symbol 2</i>	Summer 1 Around the World	Summer 2 <i>The Power of Communication</i>
	Career	Session musician 	Music Teacher 	Music Lawyer 	Marketing 	Songwriter 	BSL Teacher 
	Influential Person/Group	Dr Jazz 	Musical Matilda 	Mozart- The Magic Flute 	Brass Band 	Bruno Mars 	Deaf Empowering Network 



CAREER LINKS AND INFLUENTIAL PEOPLE

Music							
Y3/4 (Cycle a)		Autumn 1 <i>A Shining Performance</i>	Autumn 2 <i>Sing and Move</i>	Spring <i>Music and Video</i>	Spring 2 <i>You Gotta Try</i>	Summer 1 <i>Music and Sound</i>	Summer 2 <i>Sound Exploration</i>
	Career	Sound and Lighting Technician 	Dance/Music Ensemble 	Lyricist 	Orchestra 	Musician 	Shanty Singer 
	Influential Person/ Group	Newton Aycliffe Pipe Band 	Musical Joseph 	Bob Marley 	DMS Stars Orchestra North 	Vivaldi 	Auckland Shanty Singers 

Music							
Y5/6 (Cycle a)		Autumn 1 <i>Shaping Music</i>	Autumn 2 <i>Unlocking Vocal Potential</i>	Spring <i>Sounds Dramatic</i>	Spring 2 <i>Decoding Sound and Notation</i>	Summer 1 <i>Carnival Time</i>	Summer 2 <i>Music Speaks</i>
	Career	Mixing Engineer 	Arts Administrator 	Live Sound Technician 	Sound Designer 	Session Musician 	Radio Producer 
	Influential Person/ Group	Billie Eilish 	Pantomime Performer 	Captain Raggy Beard 	Bob Marley 	Runaway Samba 	Kendrick Lamar 



CAREER LINKS AND INFLUENTIAL PEOPLE

Music							
Y3/4 (Cycle b)		Autumn 1 <i>Create and Notate</i>	Autumn 2 <i>Singing and Traditions</i>	Spring <i>Recycling Songs</i>	Spring 2 <i>Exploring Musical Contrasts</i>	Summer 1 <i>FX Sound Effects</i>	Summer 2 <i>Round and Round</i>
	Career	Publicist 	Sound Technician 	Musician 	Audio/Recording Engineer 	Radio Broadcaster 	Digital Marketing Specialist 
	Influential Person/Group	David Guetta 	Musical Cats 	Local Musician 	Aretha Franklin 	Local Radio 	Bob Dylan 

Music							
Y5/6 (Cycle b)		Autumn 1 <i>Discovering Grime</i>	Autumn 2 <i>Express, Inspire and Perform</i>	Spring <i>Music Reimagined</i>	Spring 2 <i>Musical Sketches</i>	Summer 1 <i>Music Remixed</i>	Summer 2 <i>The Grand Finale</i>
	Career	Playlist Curator 	Touring Manger 	Composer 	Music Journalist 	Orchestra Manager 	Lyricist 
	Influential Person/Group	Dizzee Rascal 	Play 	National Orchestra 	Bellowhead 	Local Orchestra 	Ritchie Valens 



BRITISH VALUES, TRUST VIRTUES AND CATHOLIC SOCIAL TEACHINGS

Music							
Year 1		Autumn 1 <i>Rhyming In Time</i>	Autumn 2 <i>Let's Start Singing</i>	Spring 1 <i>Music Inspired By the World Around Us</i>	Spring 2 <i>Exploring Rhythm Patterns</i>	Summer 1 Sounds and Pictures	Summer 2 <i>Highs and Lows</i>
	British Values	Individual Liberty 	Individual Liberty 	Individual Liberty 	Individual Liberty 	Individual Liberty 	Individual Liberty 
	Trust Virtues and Catholic Social Teachings	Participation 	Self- Belief 	Participation 	Resilience 	Self- Belief 	Confidence 

Music							
Year 2		Autumn 1 <i>Questions and Answers</i>	Autumn 2 <i>Let's Keep Singing</i>	Spring 1 <i>Sound and Symbol 1</i>	Spring 2 <i>Sound and Symbol 2</i>	Summer 1 Around the World	Summer 2 <i>The Power of Communication</i>
	British Values	Mutual respect and tolerance 	Individual Liberty 	Individual Liberty 	Individual Liberty 	Mutual respect and tolerance 	Individual Liberty 
	Trust Virtues and Catholic Social Teachings	Human Dignity 	Self- Belief 	Confidence 	Stewardship 	Solidarity 	Confidence 



BRITISH VALUES, TRUST VIRTUES AND CATHOLIC SOCIAL TEACHINGS

Music							
Y3/4 (Cycle a)		Autumn 1 <i>A Shining Performance</i>	Autumn 2 <i>Sing and Move</i>	Spring <i>Music and Video</i>	Spring 2 <i>You Gotta Try</i>	Summer 1 <i>Music and Sound</i>	Summer 2 <i>Sound Exploration</i>
	British Values	Individual Liberty 	Mutual Respect & Tolerance 	Individual Liberty 	Mutual Respect & Tolerance 	Individual Liberty 	Individual Liberty 
	Trust Virtues and Catholic Social Teachings	Confidence 	Resilience 	Confidence 	Respect 	Responsibility 	Self- Belief 

Music							
Y5/6 (Cycle a)		Autumn 1 <i>Shaping Music</i>	Autumn 2 <i>Unlocking Vocal Potential</i>	Spring <i>Sounds Dramatic</i>	Spring 2 <i>Decoding Sound and Notation</i>	Summer 1 <i>Carnival Time</i>	Summer 2 <i>Music Speaks</i>
	British Values	Individual Liberty 	Mutual Respect & Tolerance 	Individual Liberty 	Individual Liberty 	Mutual Respect & Tolerance 	Individual Liberty 
	Trust Virtues and Catholic Social Teachings	Confidence 	Self- Belief 	Self- Belief 	Resilience 	Respect 	Confidence 



BRITISH VALUES, TRUST VIRTUES AND CATHOLIC SOCIAL TEACHINGS

Music							
Y3/4 (Cycle b)		Autumn 1 <i>Create and Notate</i>	Autumn 2 <i>Singing and Traditions</i>	Spring <i>Recycling Songs</i>	Spring 2 <i>Exploring Musical Contrasts</i>	Summer 1 <i>FX Sound Effects</i>	Summer 2 <i>Round and Round</i>
	British Values	Individual Liberty 	Mutual Respect & Tolerance 	Mutual Respect & Tolerance 	Individual Liberty 	Rule of Law 	Individual Liberty 
	Trust Virtues and Catholic Social Teachings	Self- Belief 	Confidence 	Human Dignity 	Compassion 	Self- Belief 	Resilience 

Music							
Y5/6 (Cycle b)		Autumn 1 <i>Discovering Grime</i>	Autumn 2 <i>Express, Inspire and Perform</i>	Spring <i>Music Reimagined</i>	Spring 2 <i>Musical Sketches</i>	Summer 1 <i>Music Remixed</i>	Summer 2 <i>The Grand Finale</i>
	British Values	Individual Liberty 	Mutual Respect & Tolerance 	Mutual Respect & Tolerance 	Individual Liberty 	Individual Liberty 	Individual Liberty 
	Trust Virtues and Catholic Social Teachings	Participation 	Self- Belief 	Confidence 	Compassion 	Self- Belief 	Confidence 



SEND

The music curriculum has been designed to be delivered to the whole class. However, the tasks are adapted by class teachers to meet the needs of individual children. To ensure pupils with SEND achieve well, they should be exposed to the same learning as their peers; however, the way they evidence their learning through the tasks can be adapted.

Through scaffolding, tasks can be adapted to ensure all learners can access and evidence the same threshold concepts and learning objectives as their non-SEND counterparts. Scaffolding strategies can include vocabulary banks, sorting and matching cards or manipulatives. Reactive or proactive adaptations can make the music curriculum accessible and achievable for all.

Other strategies of adaptation are outlined through the EEF's Five-a-Day principles, which include explicit instruction, metacognitive strategies, flexible grouping and the use of technology:

Scaffolding

'Scaffolding' is a metaphor for temporary support that is removed when it is no longer required. Initially, a teacher would provide enough support so that pupils can successfully complete tasks that they could not do independently. This requires effective assessment to gain a precise understanding of the pupil's current capabilities.

Examples: Support could be visual, verbal, or written. Writing frames, partially completed examples, knowledge organisers, sentence starters can all be useful. Reminders of what equipment is needed for each lesson and classroom routines can be useful. Scaffolding discussion of texts: promoting prediction, questioning, clarification and summarising.

Explicit Instruction

Explicit instruction refers to a range of teacher-led approaches, focused on teacher demonstration followed by guided practice and independent practice. Explicit instruction is not just "teaching by telling" or "transmission teaching". A popular approach to explicit instruction is Rosenshine's 'Principles of Instruction'. Examples: Worked examples with the teacher modelling self-regulation and thought processes is helpful. A teacher might teach a pupil a strategy for summarising a paragraph by initially 'thinking aloud' while identifying the topic of the paragraph to model this process to the pupil. They would then give the pupil the opportunity to practise this skill. Using visual aids and concrete examples promotes discussion and links in learning.

Cognitive and Metacognitive Strategies

Cognitive strategies are skills like memorisation techniques or subject specific strategies like methods to solve problems in maths. Metacognitive strategies help pupils plan, monitor and evaluate their learning

Examples: Chunking the task will support pupils with SEND – this may be through provision of checklists, instructions on a whiteboard or providing one question at a time. This helps reduce distractions to avoid overloading working memory.

Prompt sheets that help pupils to evaluate their progress, with ideas for further support.

Flexible Grouping

Flexible grouping describes when pupils are allocated to smaller groups based on the individual needs that they currently share with other pupils. Such groups can be formed for an explicit purpose and disbanded when that purpose is met

Examples: Allocating temporary groups can allow teachers to set up opportunities for collaborative learning, for example to read and analyse source texts, complete graphic organisers, independently carry out a skill, remember a fact, or understand a concept. Pre-teaching key vocabulary, is a useful technique.

Use of Technology

Technology can assist teacher modelling. Technology, as a method to provide feedback to pupils and/ or parents can be effective, especially when the pupil can act on this feedback.

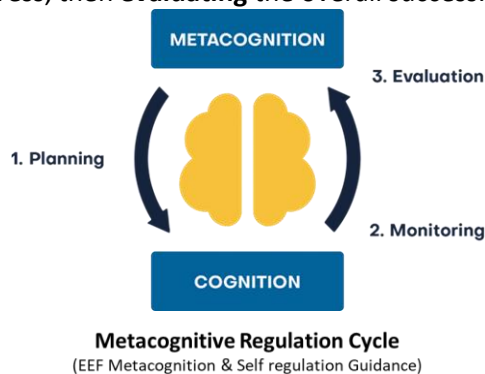
Examples: Use a visualizer to model worked examples. Technology applications, such as online quizzes can prove effective. Speech generating apps to enable note-taking and extended writing can be helpful.



ASSESSMENT

Assessment comprises two linked processes:

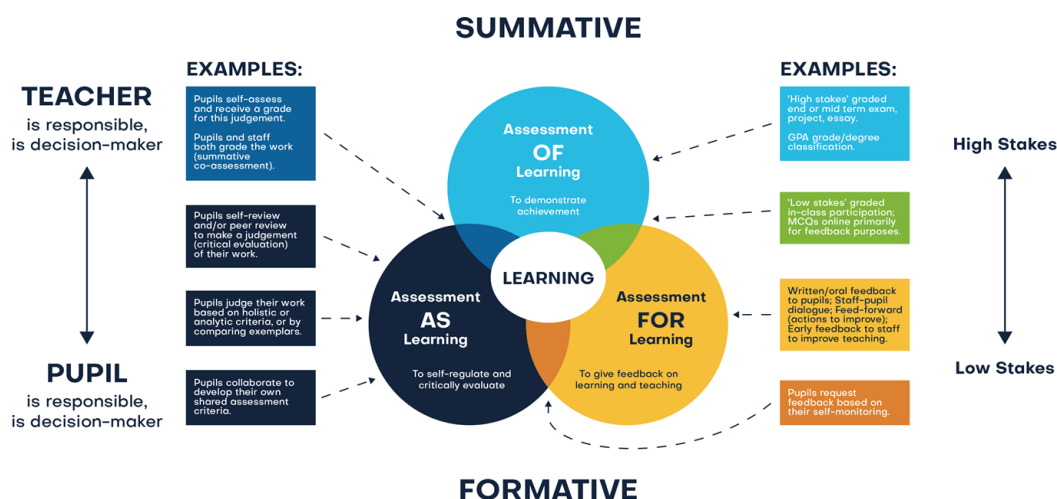
Formative Assessment: provides Assessment for Learning. Is a continuous process and an integral part of teaching and learning; informal observations, dialogue/effective use of questioning, consolidation activities, low stakes quizzing, routine marking; and pupil/peer assessment all contribute to the developing profile of progress. When pupils make changes and consider actions to their work, based on the activity, they are 'self-regulating' their work. Self-regulating activities can be termed Assessment as Learning. Self-regulated learners are aware of their strengths and weaknesses, and can motivate themselves to engage in, and improve, their learning. Pupils start by **planning** how to undertake a task, working on it while **monitoring** the strategy to check progress, then **evaluating** the overall success.



Summative Assessment: provides Assessment of Learning and is a judgement of attainment at key points throughout the year- using past knowledge to measure attainment and progress. Examples of this are standardised tests, tasks and end of term/annual assessments which include a sample of pupil's prior learning.

Assessment is a continuous process which is integral to teaching and learning and:

- Enables an informed judgement to be made about a pupil's understanding, skills, attitude to learning and successful acquisition of knowledge as they move through the curriculum.
- Incorporates a wide range of assessment techniques to be used in different contexts/purposes.
- Is accompanied by **clear assessment criteria** that enables effective marking and feedback, a reliable progress evaluation to be given and demonstrates clearly what a pupil must do to improve.
- Provides feedback recognising achievement, increasing pupil confidence/motivation.
- Supports learning by making clear to pupils: what they are trying to achieve; what they have achieved; what the learning gaps and misconceptions are and what the next steps in learning are.
- Should be moderated and standardised to ensure **purposeful, meaningful, and timely feedback**.
- Includes feedback to pupils to help them understand what they need to improve, challenging them to achieve their target rather than a grade.
- Allows leaders and staff to make timely adaptations to the curriculum.



Love God, Love Learning, Love One Another.