



MUSIC

CURRICULUM: MUSIC



St Joseph's
Catholic Primary School

Love God, Love Learning, Love One Another.



CURRICULUM NARRATIVE

Welcome to secondary school!

Y5/6
Cycle b



Happy



Classroom Jazz 2



A New Year Carol



You've Got A Friend



Music And Me



Reflect, Rewind And Replay



Reflect, Rewind And Replay



Dancing In The Street



The Fresh Prince Of Bel-Air



Make You Feel My Love



Classroom Jazz 1



Livin' On A Prayer

Y5/6
Cycle a



Mamma Mia



Glockenspiel Stage 2



Stop!



Lean On Me



Blackbird



Reflect, Rewind And Replay

Y3/4
Cycle b



Reflect, Rewind And Replay



Bringing Us Together



The Dragon Song



Three Little Birds



Glockenspiel Stage 1



Let The Spirit Fly

Y3/4
Cycle a



Hands, Feet, Heart



Ho Ho Ho



I Wanna Play In A Band



Zootime



Friendship Song



Reflect, Rewind And Replay

Y1/2
Cycle b



Reflect, Rewind And Replay



Your Imagination



Round And Around



In The Groove



Rhythm In the Wy We Walk



Hey You!

Y1/2
Cycle a

Your Music journey starts here!

EYFS



Me!



My Stories



Everyone!



Our World



Big Bear Funk



Reflect, Rewind And Replay



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

Listen and Appraise (Knowledge)						
EYFS	Y1/2 (Cycle a)	Y1/2 (Cycle b)	Y3/4 (Cycle a)	Y3/4 (Cycle b)	Y5/6 (Cycle a)	Y5/6 (Cycle b)
<ul style="list-style-type: none"> To know twenty nursery rhymes off by heart. To know the stories of some of the nursery rhymes. 	<ul style="list-style-type: none"> To know 5 songs off by heart. To know what the songs are about. To know and recognise the sound and names of some of the instruments they use. 	<ul style="list-style-type: none"> To know five songs off by heart. To know some songs have a chorus or a response/answer part. To know that songs have a musical style. 	<ul style="list-style-type: none"> To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about: <ul style="list-style-type: none"> - Its lyrics: what the song is about -Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) -Identify the main sections of the song (introduction, verse, chorus etc.) -Name some of the instruments they heard in the song 	<ul style="list-style-type: none"> To know five songs from memory and who sang them or wrote them. To know the style of the five songs. To choose one song and be able to talk about: <ul style="list-style-type: none"> -Some of the style indicators of that song (musical characteristics that give the song its style). -The lyrics: what the song is about. -Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch). -Identify the main sections of the song (introduction, verse, chorus etc). -Name some of the instruments they heard in the song. 	<ul style="list-style-type: none"> To know five songs from memory, who sang or wrote them, when they were written and, if possible, why? To know the style of the five songs and to name other songs from the Units in those styles. To choose two or three other songs and be able to talk about: <ul style="list-style-type: none"> -Some of the style indicators of the songs (musical characteristics that give the songs their style) - The lyrics: what the songs are about -Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) -Identify the main sections of the songs (intro, verse, chorus etc.) -Name some of the instruments they heard in the songs -The historical context of the songs. What else was going on at this time? 	<ul style="list-style-type: none"> To know five songs from memory, who sang or wrote them, when they were written and why? To know the style of the songs and to name other songs from the Units in those styles. To choose three or four other songs and be able to talk about: <ul style="list-style-type: none"> -The style indicators of the songs (musical characteristics that give the songs their style) -The lyrics: what the songs are about - Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) -Identify the structure of the songs (intro, verse, chorus etc.) - Name some of the instruments used in the songs - The historical context of the songs. What else was going on at this time, musically and historically? -Know and talk about that fact that we each have a musical identity



PROGRESSION OF SKILLS

Listen and Appraise (Skills)						
EYFS	Y1/2 (Cycle a)	Y1/2 (Cycle b)	Y3/4 (Cycle a)	Y3/4 (Cycle b)	Y5/6 (Cycle a)	Y5/6 (Cycle b)
<ul style="list-style-type: none"> To learn that music can touch your feelings. To enjoy moving to music by dancing, marching, being animals or Pop stars. 	<ul style="list-style-type: none"> To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. 	<ul style="list-style-type: none"> To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. To learn how songs can tell a story or describe an idea. 	<ul style="list-style-type: none"> To confidently identify and move to the pulse. To think about what the words of a song mean. To take it in turn to discuss how the song makes them feel. Listen carefully and respectfully to other people's thoughts about the music. 	<ul style="list-style-type: none"> To confidently identify and move to the pulse. To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics). Talk about the music and how it makes them feel. Listen carefully and respectfully to other people's thoughts about the music. When you talk try to use musical words. 	<ul style="list-style-type: none"> To identify and move to the pulse with ease. To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listen carefully and respectfully to other people's thoughts about the music. When you talk try to use musical words. To talk about the musical dimensions working together in the Unit songs. Talk about the music and how it makes you feel. 	<ul style="list-style-type: none"> To identify and move to the pulse with ease. To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Listen carefully and respectfully to other people's thoughts about the music. Use musical words when talking about the songs. To talk about the musical dimensions working together in the Unit songs. Talk about the music and how it makes you feel, using musical language to describe the music.



PROGRESSION OF SKILLS

Musicianship Games (Knowledge)						
EYFS	Y1/2 (Cycle a)	Y1/2 (Cycle b)	Y3/4 (Cycle a)	Y3/4 (Cycle b)	Y5/6 (Cycle a)	Y5/6 (Cycle b)
<ul style="list-style-type: none"> To know that we can move with the pulse of the music. To know that the words of songs can tell stories and paint pictures. 	<ul style="list-style-type: none"> To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals. 	<ul style="list-style-type: none"> To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals. Rhythms are different from the steady pulse. We add high and low sounds, pitch, when we sing and play our instruments. 	<ul style="list-style-type: none"> Know how to find and demonstrate the pulse. Know the difference between pulse and rhythm. Know how pulse, rhythm and pitch work together to create a song. Know that every piece of music has a pulse/steady beat. Know the difference between a musical question and an answer. 	<p>Know and be able to talk about:</p> <ul style="list-style-type: none"> How pulse, rhythm and pitch work together Pulse: Finding the pulse – the heartbeat of the music Rhythm: the long and short patterns over the pulse Know the difference between pulse and rhythm Pitch: High and low sounds that create melodies How to keep the internal pulse Musical Leadership: creating musical ideas for the group to copy or respond to 	<p>Know and be able to talk about:</p> <ul style="list-style-type: none"> How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song How to keep the internal pulse Musical Leadership: creating musical ideas for the group to copy or respond to 	<p>Know and be able to talk about:</p> <ul style="list-style-type: none"> How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music How to keep the internal pulse Musical Leadership: creating musical ideas for the group to copy or respond to



PROGRESSION OF SKILLS

Musicianship Games (Skills)						
EYFS	Y1/2 (Cycle a)	Y1/2 (Cycle b)	Y3/4 (Cycle a)	Y3/4 (Cycle b)	Y5/6 (Cycle a)	Y5/6 (Cycle b)
<p>There are progressive Music Activities within each unit that embed pulse, rhythm and pitch. Children listen to and work with the Games Track to complete the following in relation to the main song :</p> <p>Activity A Games Track Find the pulse by copying a character in a nursery rhyme, imagining a similar character or object and finding different ways to keep the pulse.</p> <p>Activity B Copycat Rhythm Copy basic rhythm patterns of single words, building to short phrases from the song/s.</p> <p>Activity C High and Low Explore high and low using voices and sounds of characters in the songs. Listen to high-pitched and low-pitched sounds on a glockenspiel.</p> <p>Activity D Create Your Own Sounds Invent a pattern using one pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany the song.</p> <p>Extension Activity Adding a 2-note melody to the rhythm of the words. Playing with two pitched notes to invent musical patterns.</p>	<p>there are progressive Warm-up Games and Challenges within each Unit that embed pulse, rhythm and pitch. Children will complete the following in relation to the main song:</p> <p>Game 1 – Have Fun Finding The Pulse! Find the pulse. Choose an animal and find the pulse</p> <p>Game 2 – Rhythm Copy Back Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat.</p> <p>Game 3 – Rhythm Copy Back, Your Turn Create rhythms for others to copy</p> <p>Game 4 – Pitch Copy Back and Vocal Warm-up 1 Listen and sing back. Use your voices to copy back using 'la', whilst marching to the steady beat</p> <p>Game 4a – Pitch Copy Back and Vocal Warm-up 2 Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using 'la'.</p>	<p>There are progressive Warm-up Games and Challenges within each Unit that embed pulse, rhythm and pitch. Children will complete the following in relation to the main song:</p> <p>Game 1 – Have Fun Finding the Pulse! Find the pulse. Choose an animal and find the pulse.</p> <p>Game 2 – Rhythm Copy Back Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching the steady beat.</p> <p>Game 3 – Rhythm Copy Back, Your Turn Create rhythms for others to copy.</p> <p>Game 4 – Pitch Copy Back and Vocal Warm-up 1 Listen and sing back. Use your voices to copy back using 'la', whilst marching the steady beat.</p> <p>Game 4a – Pitch Copy Back and Vocal Warm-up 2 Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using 'la'.</p>	<p>Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using two notes:</p> <p>1. Find the Pulse</p> <p>2. Rhythm Copy Back: Bronze: Clap and say back rhythms</p> <p>Silver: Create your own simple rhythm patterns</p> <p>Gold: Perhaps lead the class using their simple rhythms</p> <p>3. Pitch Copy Back Using 2 Notes</p> <p>Bronze: Copy back – 'Listen and sing back' (no notation)</p> <p>Silver: Copy back with instruments, without then with notation</p> <p>Gold: Copy back with instruments, without and then with notation</p> <p>4. Pitch Copy Back and Vocal Warm-ups</p>	<p>Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using two notes:</p> <p>1. Find the Pulse</p> <p>2. Rhythm Copy Back: Bronze: Clap and say back rhythms</p> <p>Silver: Create your own simple rhythm patterns</p> <p>Gold: Perhaps lead the class using their simple rhythms</p> <p>3. Pitch Copy Back Using 2 Notes</p> <p>Bronze: Copy back – 'Listen and sing back' (no notation)</p> <p>Silver: Copy back with instruments, without then with notation</p> <p>Gold: Copy back with instruments, without and then with notation</p> <p>4. Pitch Copy Back and Vocal Warm-ups</p>		<p>Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using three notes:</p> <p>Bronze Challenge</p> <p>- Find the pulse</p> <p>- Copy back rhythms based on the words of the main song, that include syncopation/off beat</p> <p>- Copy back one-note riffs using simple and syncopated rhythm patterns</p> <p>Silver Challenge</p> <p>-Find the pulse</p> <p>-Lead the class by inventing rhythms for others to copy back</p> <p>- Copy back two-note riffs by ear and with notation</p> <p>-Question and answer using two different notes</p> <p>Gold Challenge</p> <p>- Find the pulse</p> <p>-Lead the class by inventing rhythms for them to copy back</p> <p>- Copy back three-note riffs by ear and with notation</p> <p>-Question and answer using three different notes</p>



PROGRESSION OF SKILLS

Singing (Knowledge)						
EYFS	Y1/2 (Cycle a)	Y1/2 (Cycle b)	Y3/4 (Cycle a)	Y3/4 (Cycle b)	Y5/6 (Cycle a)	Y5/6 (Cycle b)
<ul style="list-style-type: none"> To sing or rap nursery rhymes and simple songs from memory. Songs have sections. 	<ul style="list-style-type: none"> To confidently sing or rap five songs from memory and sing them in unison. 	<ul style="list-style-type: none"> To confidently know and sing five songs from memory. To know that unison is everyone singing at the same time. Songs include other ways of using the voice e.g. rapping (spoken word). To know why we need to warm up our voices. 	<ul style="list-style-type: none"> To know and be able to talk about: Singing in a group can be called a choir Leader or conductor: A person who the choir or group follow Songs can make you feel different things e.g. happy, energetic or sad Singing as part of an ensemble or large group is fun, but that you must listen to each other To know why you must warm up your voice 	<ul style="list-style-type: none"> To know and be able to talk about: Singing in a group can be called a choir Leader or conductor: A person who the choir or group follow Songs can make you feel different things e.g. happy, energetic or sad Singing as part of an ensemble or large group is fun, but that you must listen to each other Texture: How a solo singer makes a thinner texture than a large group To know why you must warm up your voice 	<ul style="list-style-type: none"> To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. To choose a song and be able to talk about: <ul style="list-style-type: none"> Its main features Singing in unison, the solo, lead vocal, backing vocals or rapping To know what the song is about and the meaning of the lyrics To know and explain the importance of warming up your voice 	<ul style="list-style-type: none"> To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. To know about the style of the songs so you can represent the feeling and context to your audience To choose a song and be able to talk about: <ul style="list-style-type: none"> Its main features Singing in unison, the solo, lead vocal, backing vocals or rapping To know what the song is about and the meaning of the lyrics To know and explain the importance of warming up your voice

Singing (Skills)						
Reception	Y1/2 (Cycle a)	Y1/2 (Cycle b)	Y3/4 (Cycle a)	Y3/4 (Cycle b)	Y5/6 (Cycle a)	Y5/6 (Cycle b)
<ul style="list-style-type: none"> To sing or rap nursery rhymes and simple songs from memory. Songs have sections. 	<ul style="list-style-type: none"> Learn about voices, singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. Learn to start and stop singing when following a leader. 	<ul style="list-style-type: none"> Learn about voices singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm). Learn to find a comfortable singing position. Learn to start and stop singing when following a leader. 	<ul style="list-style-type: none"> To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being 'in tune'. To have an awareness of the pulse internally when singing. 	<ul style="list-style-type: none"> To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being 'in tune'. To rejoin the song if lost. To listen to the group when singing. 	<ul style="list-style-type: none"> To sing in unison and to sing backing vocals. To enjoy exploring singing solo. To listen to the group when singing. To demonstrate a good singing posture. To follow a leader when singing. To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group. To sing with awareness of being 'in tune'. 	<ul style="list-style-type: none"> To sing in unison and to sing backing vocals. To demonstrate a good singing posture. To follow a leader when singing. To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group. To sing with awareness of being 'in tune'.



PROGRESSION OF SKILLS

Musicianship Playing (Knowledge)

EYFS	Y1/2 (Cycle a)	Y1/2 (Cycle b)	Y3/4 (Cycle a)	Y3/4 (Cycle b)	Y5/6 (Cycle a)	Y5/6 (Cycle b)
	<ul style="list-style-type: none"> Learn the names of the notes in their instrumental part from memory or when written down. Learn the names of the instruments they are playing. 	<ul style="list-style-type: none"> Learn the names of the notes in their instrumental part from memory or when written down. Know the names of untuned percussion instruments played in class. 	<ul style="list-style-type: none"> To know and be able to talk about: The instruments used in class (a glockenspiel, a recorder) 	<ul style="list-style-type: none"> To know and be able to talk about: The instruments used in class (a glockenspiel, recorder or xylophone). Other instruments they might play or be played in a band or orchestra or by their friends. 	<ul style="list-style-type: none"> To know and be able to talk about: Different ways of writing music down – e.g. staff notation, symbols The notes C, D, E, F, G, A, B + C on the treble stave The instruments they might play or be played in a band or orchestra or by their friends 	<ul style="list-style-type: none"> To know and be able to talk about: Different ways of writing music down – e.g. staff notation, symbols The notes C, D, E, F, G, A, B + C on the treble stave The instruments they might play or be played in a band or orchestra or by their friends

Musicianship Playing (Skills)

EYFS	Y1/2 (Cycle a)	Y1/2 (Cycle b)	Y3/4 (Cycle a)	Y3/4 (Cycle b)	Y5/6 (Cycle a)	Y5/6 (Cycle b)
	<ul style="list-style-type: none"> Treat instruments carefully and with respect. Play a tuned instrumental part with the song they perform. Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). Listen to and follow musical instructions from a leader. 	<ul style="list-style-type: none"> Treat instruments carefully and with respect. Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part). Play the part in time with the steady pulse. Listen to and follow musical instructions from a leader. 	<ul style="list-style-type: none"> To treat instruments carefully and with respect. Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. 	<ul style="list-style-type: none"> To treat instruments carefully and with respect. Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To experience leading the playing by making sure everyone plays in the playing section of the song. 	<ul style="list-style-type: none"> Play a musical instrument with the correct technique within the context of the Unit song. Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To lead a rehearsal session. 	<ul style="list-style-type: none"> Play a musical instrument with the correct technique within the context of the Unit song. Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To lead a rehearsal session.



PROGRESSION OF SKILLS

Musicianship Improvisation (Knowledge)						
EYFS	Y1/2 (Cycle a)	Y1/2 (Cycle b)	Y3/4 (Cycle a)	Y3/4 (Cycle b)	Y5/6 (Cycle a)	Y5/6 (Cycle b)
	<ul style="list-style-type: none"> Improvisation is about making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise! 	<ul style="list-style-type: none"> Improvisation is making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise, and you can use one or two notes. 	<ul style="list-style-type: none"> To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them To know that using one or two notes confidently is better than using five To know that if you improvise using the notes you are given, you cannot make a mistake 	<ul style="list-style-type: none"> To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that using one or two notes confidently is better than using five To know that if you improvise using the notes you are given, you cannot make a mistake To know that you can use some of the riffs you have heard in the Challenges in your improvisations 	<ul style="list-style-type: none"> To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that using one or two notes confidently is better than using five To know that if you improvise using the notes you are given, you cannot make a mistake To know that you can use some of the riffs you have heard in the Challenges in your improvisations To know three well-known improvising musicians 	<ul style="list-style-type: none"> To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. To know that using one, two or three notes confidently is better than using five To know that if you improvise using the notes you are given, you cannot make a mistake To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations To know three well-known improvising musicians



PROGRESSION OF SKILLS

Musicianship Improvisation (Skills)						
EYFS	Y1/2 (Cycle a)	Y1/2 (Cycle b)	Y3/4 (Cycle a)	Y3/4 (Cycle b)	Y5/6 (Cycle a)	Y5/6 (Cycle b)
	<p>Use the improvisation tracks provided. Improvise using the three challenges:</p> <p>1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words).</p> <p>2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.</p> <p>3. Improvise! – Take it in turns to improvise using one or two notes.</p>	<p>Use the improvisation tracks provided. Improvise using the three challenges:</p> <p>1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words).</p> <p>2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.</p> <p>3. Improvise! – Take it in turns to improvise using one or two notes.</p>	<p>Improvise using instruments in the context of the song they are learning to perform. Using the improvisation tracks provided, children will complete the Bronze, Silver or Gold Challenges:</p> <p>Bronze Challenge: Copy Back – Listen and sing back</p> <p>Play and Improvise – Using instruments, listen and play your own answer using one note.</p> <p>Improvise! – Take it in turns to improvise using one note.</p> <p>Silver Challenge: Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes.</p> <p>Play and Improvise – Using your instruments, listen and play your own answer using one or two notes.</p> <p>Improvise! – Take it in turns to improvise using one or two notes.</p> <p>Gold Challenge: Sing, Play and Copy Back – Listen and copy back using instruments, two different notes.</p> <p>Play and Improvise – Using your instruments, listen and play your own answer using two different notes.</p> <p>Improvise! – Take it in turns to improvise using three different notes.</p>	<p>Improvise using instruments in the context of a song they are learning to perform. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p> <p>Bronze Challenge: Copy Back – Listen and sing back melodic patterns</p> <p>Play and Improvise – Using instruments, listen and play your own answer using one note.</p> <p>Improvise! – Take it in turns to improvise using one note.</p> <p>Silver Challenge: Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes.</p> <p>Play and Improvise – Using your instruments, listen and play your own answer using one or two notes.</p> <p>Improvise! – Take it in turns to improvise using one or two notes.</p> <p>Gold Challenge: Sing, Play and Copy Back – Listen and copy back using instruments, two different notes.</p> <p>Play and Improvise – Using your instruments, listen and play your own answer using two different notes.</p> <p>Improvise! – Take it in turns to improvise using three different notes.</p>	<p>Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p> <p>1. Play and Copy Back</p> <p>Bronze – Copy back using instruments. Use one note.</p> <p>Silver – Copy back using instruments. Use the two notes.</p> <p>Gold – Copy back using instruments. Use the three notes.</p> <p>2. Play and Improvise You will be using up to three notes:</p> <p>Bronze – Question and Answer using instruments. Use one note in your answer.</p> <p>Silver – Question and Answer using instruments. Use two notes in your answer. Always start on a G.</p> <p>Gold – Question and Answer using instruments. Use three notes in your answer. Always start on a G.</p> <p>3. Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan:</p> <p>Bronze – Improvise using one note.</p> <p>Silver – Improvise using two notes.</p> <p>Gold – Improvise using three notes.</p> <p>Classroom Jazz – Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)</p>	<p>Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.</p> <p>1. Play and Copy Back</p> <p>Bronze – Copy back using instruments. Use one note.</p> <p>Silver – Copy back using instruments. Use the two notes.</p> <p>Gold – Copy back using instruments. Use the three notes.</p> <p>2. Play and Improvise You will be using up to three notes:</p> <p>Bronze – Question and Answer using instruments. Use one note in your answer.</p> <p>Silver – Question and Answer using instruments. Use two notes in your answer. Always start on a G.</p> <p>Gold – Question and Answer using instruments. Use three notes in your answer. Always start on a G.</p> <p>3. Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan:</p> <p>Bronze – Improvise using one note.</p> <p>Silver – Improvise using two notes.</p> <p>Gold – Improvise using three notes.</p> <p>Classroom Jazz – Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)</p>



PROGRESSION OF SKILLS

Composition (Knowledge)						
EYFS	Y1/2 (Cycle a)	Y1/2 (Cycle b)	Y3/4 (Cycle a)	Y3/4 (Cycle b)	Y5/6 (Cycle a)	Y5/6 (Cycle b)
	<ul style="list-style-type: none"> Composing is like writing a story with music. Everyone can compose. 	<ul style="list-style-type: none"> Composing is like writing a story with music. Everyone can compose. 	<ul style="list-style-type: none"> To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. Different ways of recording compositions (letter names, symbols, audio etc.) 	<ul style="list-style-type: none"> To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. Different ways of recording compositions (letter names, symbols, audio etc.) 	<ul style="list-style-type: none"> To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure Notation: recognise the connection between sound and symbol 	<ul style="list-style-type: none"> To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure Notation: recognise the connection between sound and symbol

Composition (Skills)						
EYFS	Y1/2 (Cycle a)	Y1/2 (Cycle b)	Y3/4 (Cycle a)	Y3/4 (Cycle b)	Y5/6 (Cycle a)	Y5/6 (Cycle b)
	<ul style="list-style-type: none"> Help to create a simple melody using one, two or three notes. Learn how the notes of the composition can be written down and changed if necessary. 	<ul style="list-style-type: none"> Help create three simple melodies with the Units using one, three or five different notes. Learn how the notes of the composition can be written down and changed if necessary. 	<ul style="list-style-type: none"> Help create at least one simple melody using one, three or five different notes. Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). 	<ul style="list-style-type: none"> Help create at least one simple melody using one, three or all five different notes. Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). 	<ul style="list-style-type: none"> Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Explain the keynote or home note and the structure of the melody. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). 	<ul style="list-style-type: none"> Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Explain the keynote or home note and the structure of the melody. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).



PROGRESSION OF SKILLS

Performance (Knowledge)						
EYFS	Y1/2 (Cycle a)	Y1/2 (Cycle b)	Y3/4 (Cycle a)	Y3/4 (Cycle b)	Y5/6 (Cycle a)	Y5/6 (Cycle b)
<ul style="list-style-type: none"> A performance is sharing music. 	<ul style="list-style-type: none"> A performance is sharing music with other people, called an audience. 	<ul style="list-style-type: none"> A performance is sharing music with an audience. A performance can be a special occasion and involve a class, a year group or a whole school. An audience can include your parents and friends. 	<ul style="list-style-type: none"> To know and be able to talk about: Performing is sharing music with other people, an audience A performance doesn't have to be a drama! It can be to one person or to each other You need to know and have planned everything that will be performed You must sing or rap the words clearly and play with confidence A performance can be a special occasion and involve an audience including of people you don't know It is planned and different for each occasion It involves communicating feelings, thoughts and ideas about the song/music 	<ul style="list-style-type: none"> To know and be able to talk about: Performing is sharing music with other people, an audience A performance doesn't have to be a drama! It can be to one person or to each other You need to know and have planned everything that will be performed You must sing or rap the words clearly and play with confidence A performance can be a special occasion and involve an audience including of people you don't know It is planned and different for each occasion It involves communicating feelings, thoughts and ideas about the song/music 	<ul style="list-style-type: none"> To know and be able to talk about: Performing is sharing music with other people, an audience A performance doesn't have to be a drama! It can be to one person or to each other Everything that will be performed must be planned and learned You must sing or rap the words clearly and play with confidence A performance can be a special occasion and involve an audience including of people you don't know It is planned and different for each occasion A performance involves communicating ideas, thoughts and feelings about the song/music 	<ul style="list-style-type: none"> To know and be able to talk about: Performing is sharing music with an audience with belief A performance doesn't have to be a drama! It can be to one person or to each other Everything that will be performed must be planned and learned You must sing or rap the words clearly and play with confidence A performance can be a special occasion and involve an audience including of people you don't know It is planned and different for each occasion A performance involves communicating ideas, thoughts and feelings about the song/music



PROGRESSION OF SKILLS

Performance (Skills)						
EYFS	Y1/2 (Cycle a)	Y1/2 (Cycle b)	Y3/4 (Cycle a)	Y3/4 (Cycle b)	Y5/6 (Cycle a)	Y5/6 (Cycle b)
<ul style="list-style-type: none"> Perform any of the nursery rhymes by singing and adding actions or dance. Perform any nursery rhymes or songs adding a simple instrumental part. Record the performance to talk about. 	<ul style="list-style-type: none"> Choose a song they have learnt from the Scheme and perform it. They can add their ideas to the performance. Record the performance and say how they were feeling about it. 	<ul style="list-style-type: none"> Choose a song they have learnt from the Scheme and perform it. They can add their ideas to the performance. Record the performance and say how they were feeling about it. 	<ul style="list-style-type: none"> To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit. To record the performance and say how they were feeling, what they were pleased with what they would change and why. 	<ul style="list-style-type: none"> To choose what to perform and create a programme. Present a musical performance designed to capture the audience. To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit. To record the performance and say how they were feeling, what they were pleased with what they would change and why. 	<ul style="list-style-type: none"> To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the venue and how to use it to best effect. To record the performance and compare it to a previous performance. To discuss and talk musically about it – “What went well?” and “It would have been even better if...?” 	<ul style="list-style-type: none"> To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the venue and how to use it to best effect. To record the performance and compare it to a previous performance. To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”



CURRICULUM END POINTS

	Musicianship	Listening	Singing	Composition	Performance
EYFS	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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). 	<ul style="list-style-type: none"> 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) 	<ul style="list-style-type: none"> Join in with group singing and simple performances. Move in time with music. Share their music-making with others with growing confidence.
Y1	<ul style="list-style-type: none"> Maintain a steady beat and recognise changes in tempo. Identify simple changes in pitch and dynamics. Recognise and describe different instrumental timbres 	<ul style="list-style-type: none"> Express preferences and moods when listening to music. Identify simple musical elements (beat, pitch, loud/quiet). Recognise some common instruments by sound. 	<ul style="list-style-type: none"> Sing simple songs in unison with accurate pitch matching. Follow simple visual directions (stop/start, loud/quiet). Use the voice expressively. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Keep a steady beat when moving or playing. Copy short rhythmic patterns. Perform simple pitched patterns on tuned percussion
Y2	<ul style="list-style-type: none"> Identify changes in pitch, dynamics, tempo and timbre. Understand the difference between pulse and rhythm. Group beats in twos and threes. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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'. 	<ul style="list-style-type: none"> Improvise simple question-and-answer phrases. Compose short pieces using graphic, dot and stick notation. Use technology to capture and combine sounds (where available). 	<ul style="list-style-type: none"> 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

	Musicianship	Listening	Singing	Composition	Performance
Y3	<ul style="list-style-type: none"> Maintain the pulse and respond to tempo changes. Identify and use crotchets, quavers and rests. Recognise how pitch is shown in dot notation. 	<ul style="list-style-type: none"> Describe and compare music using musical vocabulary. Understand that music has changed over time. Identify instruments and musical features with growing accuracy. 	<ul style="list-style-type: none"> Sing a widening range of unison songs with expression. Perform simple rounds and partner songs. Follow written and physical symbols for dynamics and tempo. 	<ul style="list-style-type: none"> 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). 	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Identify and perform rhythms including minims, crotchets, quavers and rests. Follow simple staff notation (lines, spaces, clef). Maintain independent parts in two-part music. 	<ul style="list-style-type: none"> Describe how music reflects characters and moods. Compare music using a wider range of vocabulary. Understand that music continues to evolve over time. 	<ul style="list-style-type: none"> Sing with clear diction, accurate tuning and controlled breathing. Perform canons, rounds and partner songs with increasing independence. Use dynamics, tempo and articulation expressively 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Play melodies using staff notation with developing fluency. Maintain ostinato or drones within ensemble pieces. Play by ear, copying short melodic phrases
Y5	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> Sing within an appropriate vocal range with accurate tuning and phrasing. Perform three-part rounds and partner songs. Use dynamics, tempo and articulation confidently. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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











	Musicianship	Listening	Singing	Composition	Performance
Y6	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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								
Y1/2 (Cycle a)		Autumn 1 <i>Hey You!</i>	Autumn 2 <i>Rhythm in the Way We Walk</i>	Spring 1 <i>In the Groove</i>	Spring 2 <i>Round and Round</i>	Summer 1 <i>Your Imagination</i>	Summer 2 <i>Reflect, Rewind and Replay</i>	
	Career	Producer 	Composer 	Booking Agent 	Artist Manager 	Choreographer 		
	Influential Person/Group	MC Hammer 	Gustav Holst 	Ricky Martin 	Michael Buble 	Musical Mary Poppins 		











Music								
Y3/4 (Cycle a)		Autumn 1 <i>Let your Spirit Fly</i>	Autumn 2 <i>Glockenspiel Stage 1</i>	Spring <i>Three Little Bears</i>	Spring 2 <i>The Dragon Song</i>	Summer 1 <i>Bringing us Together</i>	Summer 2 <i>Reflect, Rewind and Replay</i>	
	Career	Sound and Lighting Technician 	Orchestra 	Lyracist 	Folk Dance 	Musician 		
	Influential Person/Group	Musical Oliver! 	DMS Stars Orchestra North 	Bob Marley 	Michael Flatley 	Nile Rodgers 		











Music								
Y5/6 (Cycle a)		Autumn 1 <i>Livin' on a Prayer</i>	Autumn 2 <i>Classroom Jazz 1</i>	Spring <i>Make You Feel My Love</i>	Spring 2 <i>The Fresh Prince of Bel-Air</i>	Summer 1 <i>Dancing in the Street</i>	Summer 2 <i>Reflect, Rewind and Replay</i>	
	Career	Mixing Engineer 	Arts Administrator 	Live Sound Technician 	Sound Designer 	Session Musician 		
	Influential Person/Group	Bon Jovi 	Louis Armstrong 	Adele 	Will Smith 	Martha And The Vandellas 		



CAREER LINKS AND INFLUENTIAL PEOPLE













Music								
Y1/2 (Cycle b)		Autumn 1 <i>Hands, Feet and Heart</i>	Autumn 2 <i>Ho, Ho, Ho</i>	Spring 1 <i>I Wanna Play in a Band</i>	Spring 2 <i>Zoo Time</i>	Summer 1 <i>Friendship Song</i>	Summer 2 <i>Reflect, Rewind and Replay</i>	
	Career	Session musician 	Music Teacher 	Music Lawyer 	Marketing 	Songwriter 		
	Influential Person/Group	Soweto Gospel Choir 	Frank Sinatra 	Queen 	ASWAD 	Bruno Mars 		













Music								
Y3/4 (Cycle b)		Autumn 1 <i>Mamma Mia!</i>	Autumn 2 <i>Glockenspiel Stage 2</i>	Spring <i>Stop!</i>	Spring 2 <i>Lean on Me</i>	Summer 1 <i>Blackbird</i>	Summer 2 <i>Reflect, Rewind and Replay</i>	
	Career	Publicist 	Conductor 	Digital Marketing Specialist 	Audio/Recording Engineer 	Radio Broadcaster 		
	Influential Person/Group	ABBA 	Dame Evelyn Glennie 	Justin Timberlake 	Beethoven 	The Beatles 		













Music								
Y5/6 (Cycle b)		Autumn 1 <i>Happy</i>	Autumn 2 <i>Classroom Jazz 2</i>	Spring <i>A New Year Carol</i>	Spring 2 <i>You've Got a Friend</i>	Summer 1 <i>Music and Me</i>	Summer 2 <i>Reflect, Rewind and Replay</i>	
	Career	Playlist Curator 	Touring Manger 	Composer 	Music Journalist 	DJ 		
	Influential Person/Group	Pharrell Williams 	Starlight Jazz 	Benjamin Britten 	Carole King 	Shiva Feshareki 		



BRITISH VALUES, TRUST VIRTUES AND CATHOLIC SOCIAL TEACHINGS













Music							
Y1/2 (Cycle a)		Autumn 1 <i>Hey You!</i>	Autumn 2 <i>Rhythm in the Way We Walk</i>	Spring 1 <i>In the Groove</i>	Spring 2 <i>Round and Round</i>	Summer 1 <i>Your Imagination</i>	Summer 2 <i>Reflect, Rewind and Replay</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							
Y3/4 (Cycle a)		Autumn 1 <i>Let your Spirit Fly</i>	Autumn 2 <i>Glockenspiel Stage 1</i>	Spring <i>Three Little Bears</i>	Spring 2 <i>The Dragon Song</i>	Summer 1 <i>Bringing us Together</i>	Summer 2 <i>Reflect, Rewind and Replay</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>Livin' on a Prayer</i>	Autumn 2 <i>Classroom Jazz 1</i>	Spring <i>Make You Feel My Love</i>	Spring 2 <i>The Fresh Prince of Bel-Air</i>	Summer 1 <i>Dancing in the Street</i>	Summer 2 <i>Reflect, Rewind and Replay</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							
Y1/2 (Cycle b)		Autumn 1 <i>Hands, Feet and Heart</i>	Autumn 2 <i>Ho, Ho, Ho</i>	Spring 1 <i>I Wanna Play in a Band</i>	Spring 2 <i>Zoo Time</i>	Summer 1 <i>Friendship Song</i>	Summer 2 <i>Reflect, Rewind and Replay</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 

Music							
Y3/4 (Cycle b)		Autumn 1 <i>Mamma Mia!</i>	Autumn 2 <i>Glockenspiel Stage 2</i>	Spring <i>Stop!</i>	Spring 2 <i>Lean on Me</i>	Summer 1 <i>Blackbird</i>	Summer 2 <i>Reflect, Rewind and Replay</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>Happy</i>	Autumn 2 <i>Classroom Jazz 2</i>	Spring <i>A New Year Carol</i>	Spring 2 <i>You've Got a Friend</i>	Summer 1 <i>Music and Me</i>	Summer 2 <i>Reflect, Rewind and Replay</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.

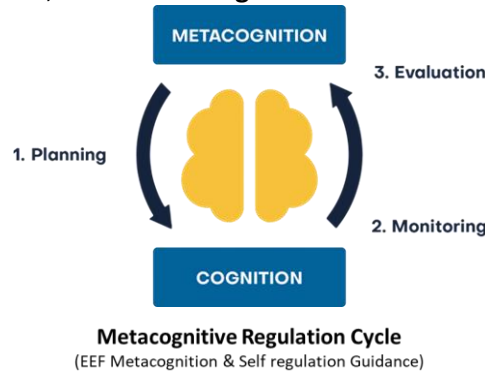
Examples: Use a visualizer to model worked examples. Technology applications, such as online quizzes can prove effective. Speech generating apps to enable note-taking and extended writing can be helpful.



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.

