



Music at St Thomas' Primary School

Intent	At St Thomas', we believe that music is an essential part of a well-rounded education. Our Music policy is designed to provide a comprehensive and inclusive music education for all of our students. This policy outlines our approach to music teaching and learning, including curriculum content, assessment, and the use of resources and specialist staff.
Implement	We implement a music curriculum that aims to develop pupils' ability to listen, perform, create, and appreciate music. Through our music provision, we strive to: Ensure a broad and balanced music curriculum that meets the requirements of the 2014 National Curriculum in England • Provide regular and high-quality music provision taught by qualified staff or specialists • Have appropriate resources and instruments available for effective music teaching and learning • Provide opportunities for pupils to perform individually and as part of an ensemble • Demonstrate progression in knowledge and skills throughout Key Stages 1 and 2 • Assess and track pupils' progress in music, using a range of assessment methods • Foster cross-curricular links to enhance pupils' understanding and appreciation of music in various contexts • Promote equality and inclusion in music education, ensuring access for all students
Impact	Evidence through pupil voice and video assessments will show that children can confidently articulate and demonstrate their musical knowledge and understanding. Through our music provision, we strive to: • Foster a love and appreciation for a wide range of musical genres and styles • Enable pupils to develop their musical skills and knowledge progressively • Provide opportunities for pupils to perform individually and as part of an ensemble • Encourage creativity and expression through composing and improvising • Develop an understanding of the cultural and historical dimensions of music • Promote pupils' confidence, teamwork, and self-esteem • Enhance pupils' ability to use music as a means of personal expression and communication
Context	"I come that they might have life and life in all its fullness." The Gospel of John 10 v 10. In our community in Manchester, we have a rich musical history that resonates with the diverse families. While some families may not have a musical background, our school is fortunate to have a headteacher with a qualification in music and a senior leadership team that is passionate about fostering musical talent.

Learning and Growing in the Sight of God

Learning	Growing	Sight of God
		
At St Thomas', core values play a vital role in the teaching and learning of music as they guide educators in promoting creativity, expression, and collaboration. By emphasizing values such as discipline, perseverance, respect, and empathy, students develop a deep appreciation for music, acquire essential skills, and grow into well-rounded individuals who can contribute positively to society.	Music plays a crucial role in the holistic development of children. It enhances their cognitive, emotional, social, and physical skills. By engaging in musical activities, children develop creativity, self-expression, teamwork, and discipline. Music stimulates their imagination, fosters selfconfidence, and provides a platform for personal growth and identity formation.	Our church is at the centre of our community and our school. We firmly believe in the intrinsic value of music in the sight of God. Through its harmonious melodies, rhythmic beats, and expressive lyrics, music transcends barriers and connects individuals on a spiritual level. It awakens our senses, evokes emotions, and fosters cultural understanding. Incorporating music in education allows students to cultivate their artistic sensibilities, develop critical thinking skills, and nurture a deep appreciation.

Substantive Knowledge

Substantive Knowledge

In accordance with the 2014 National Curriculum in England, music education aims to develop students' substantive knowledge of various musical elements and concepts. Students are exposed to a wide range of musical styles, genres, and traditions, enabling them to understand and appreciate the significance of music in different cultures and historical contexts. They also acquire practical skills in performing, composing, and listening, fostering their creativity and musical expression.

Substantive Concepts

Music education at St Thomas', encompasses a range of substantial concepts. These concepts aim to develop students' understanding and appreciation of music as an art form, which are progressively built upon each year.

Substantial concepts:

Musical notation. Students are taught how to read, write, and interpret musical symbols and signs, enabling them to communicate and express themselves musically

Musical performance. Through regular practice and ensemble work, students develop their technical skills and gain firsthand experience of performing in front of an audience

Music theory plays a crucial role in the curriculum. Students learn about scales, intervals, chords, and harmonies, deepening their knowledge of the structural elements of music

Music appreciation is fostered through the exploration of different styles, genres, and cultural contexts. Students are encouraged to listen critically to diverse musical examples and develop their own musical preferences.

Creative composition is another significant aspect of music education. Students explore the process of composing their own music, experimenting with melody, harmony, rhythm, and texture

These substantial concepts form the foundation of music education in the formal setting, enabling students to develop a lifelong passion for and understanding of music.

Music – Curriculum Overview



Musical notation	Rhythm	Melody
Musical notation is a system of symbols used to represent pitch, rhythm, and other musical elements. It enables musicians to read and interpret written music, facilitating the development of essential music skills.	Rhythm refers to the pattern of sounds and their duration, creating a sense of beat and movement. It is an essential element of musicality, helping students develop their sense of timing and coordination skills.	A melody is a sequence of musical notes that form a memorable and meaningful line of music. It is an essential element in music, teaching students key music skills such as pitch, rhythm, and tonality.
Harmony	Dynamics	Performance techniques
Harmony refers to the simultaneous sounding of different musical notes to create pleasing and balanced compositions. It involves understanding chord progressions, intervals, and tonal relationships.	Dynamics refers to the varying levels of volume, from loud to soft. It is an essential music skill that adds expression and emotion to a performance.	Incorporate a range of music skills to develop performance techniques across a variety of musical contexts.

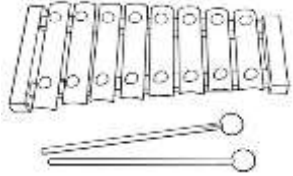
Disciplinary Knowledge

Disciplinary Knowledge

Disciplinary knowledge includes all the skills and concepts that children will need to develop over time in their music lessons.

Disciplinary Concepts

When teaching music, it is crucial to cover disciplinary concepts to enhance students' understanding of the subject. These concepts include musical notation, rhythm, melody, harmony, dynamics, and performance techniques. By exploring these concepts, students develop a well-rounded appreciation for music and can apply their knowledge in artistic expression in order to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

Play and Perform	Listen with attention to detail	Use and understand notation
		
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Through regular practice and ensemble work, students develop their technical skills and gain firsthand experience of performing in front of an audience.	Listen with attention to detail and recall sounds with increasing aural memory Students are encouraged to listen critically to diverse musical examples and develop their own musical preferences.	Use and understand staff and other musical notation Creative composition is a significant aspect of music education. Students explore the process of composing their own music, experimenting with melody, harmony, rhythm, and texture. Students are taught how to read, write, and interpret musical symbols and signs, enabling them to communicate and express themselves musically.

Name: _____



Music National Curriculum Tracking Grid – KS2

<u>Key Skills</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Rhythm work	 Cat Monkey Rest Cow  Armadillo	 Cat Monkey Rest Cow  Armadillo Elephant	 Cat Monkey Rest Cow  Armadillo Anteater	Learn the correct names for all note values from a semiquaver to a semibreve. If confident add compound rhythms, see below. 
Sol-fa work Not compulsory but best practice	Soh me lah doh re	Soh me lah doh re doh'	Soh me lah doh re doh' te	Soh me lah doh re doh' te fah
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression MMC	Play in class ensemble using tuned and untuned percussion Sing regularly working on dynamic contrasts Sing a widening range of unison songs doh – soh Perform as a choir in assembly Develop ability in playing tuned	Play in class ensemble with a sense of what's going on in the whole group Sing contrasting styles of songs using different tempi and dynamics Sing rounds or partner songs in different time signatures. Sing repertoire with small and large leaps and introduce a simple second part	Play in ensemble with increased leadership skills and sense of what's going on in the whole group Perform/sing a solo Sing echo and part songs Sing a broad range of songs with a sense of ensemble and performance Sing three part rounds	Perform/sing a solo with increased confidence and control Sing in parts, 2 & 3 part rounds Make all performances as expressive as possible Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir Sing three and four part rounds

Music – Curriculum Overview



<u>Key Skills</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
Listen with attention to detail and recall sounds with increasing aural memory MMC	Recognise all four families of the orchestra Recall a simple tune from memory Sing a song from memory Use listening skills to correctly order phrases using dot notation*	Pick out key individual instruments in a piece Clap back a two bar rhythm pattern Sing a song from memory	Clap back a four bar rhythm pattern Sing or clap back a main theme from a listening exercise Develop the skill of playing by ear on tuned instruments	Clap back a four bar rhythm pattern Sing and clap back a main theme from a listening exercise
Use and understand staff and other musical notation	Use rhythm flash cards and/or graphic scores Notation middle C – A Combine known rhythmic notation with letter names to create rising and falling phrases with three notes *Play and perform following staff notation Introduce the stave, lines and spaces. *Use dot notation to show higher or lower pitch.	Use rhythm flash cards and/or graphic scores Notation middle C – C' Combine known rhythmic notation to create short pentatonic phrases for the instrument being learnt *Play and perform melodies following staff notation as a whole class or in small groups *Perform in two or more parts from simple notation	Notate compositions using the most appropriate method applicable Capture and record creative ideas Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave Read and perform pitch notation within and octave	Notate compositions using the most appropriate method applicable Capture and record creative ideas *Notate your 8 or 16 bar melody Read and play from notation a four bar phrase, confidently identifying note names and durations

Our Curriculum Approach: Windows, Mirrors, and Doors

At St Thomas' CE Primary School, our curriculum is rooted in our Christian vision, '**Learning and growing in the sight of God**' and inspired by the words of Jesus: "*I have come that they may have life, and have it to the full*" (John 10:10).

To ensure that learning enriches the mind, heart, and spirit, every subject area is taught through the framework of

Windows, Mirrors, and Doors.



Why We Use This Approach as a Church of England School

As a Church of England school, our purpose extends beyond academic achievement; we are committed to nurturing the **spiritual, moral, social, and cultural (SMSC)** development of every child. The **Windows, Mirrors, and Doors** approach provides a meaningful structure for reflection and character development across all subjects:

- **Windows (Looking Out):** God's world is rich, diverse, and wondrous. Through "Windows", pupils look out to explore new knowledge, diverse cultures, history, science, and global perspectives, developing **wisdom, awe, and curiosity**.
- **Mirrors (Looking In):** Every child is uniquely created in the image of God. Through "Mirrors", pupils reflect inward on their own lives, feelings, identity, and personal growth, grounding their learning in our core Christian values of **Compassion, Trust, Perseverance, Faith, Community, and Joy**.
- **Doors (Stepping Out):** Faith is lived out through action and service. "Doors" empower pupils to step through into the wider world, using their skills, empathy, and knowledge to act as **courageous advocates**, making a positive impact in their school, local community, and global society.

Example Questions

WINDOWS (Looking Out)



- *What does this reveal about people, places, or ideas beyond our own experience?*
- *How does this expand our understanding of the world and God's creation?*
- *What new vocabulary or concepts have opened my eyes today?*

MIRRORS (Looking In)



- *How does this topic connect to my own life, experiences, or family?*
- *Which of our school values (e.g. Perseverance, Compassion) did I need to use in this lesson?*
- *How do I feel about what I have discovered, and why?*

DOORS (Stepping Out)



- *How can I use what I've learned to help others or care for our world?*
- *What positive changes can we make in our school or Stockport community?*
- *How will this knowledge help me make wise choices in the future?*

Music – Curriculum Overview



	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Nursery	Let's be friends! This unit is all about making friends, turn-taking, sharing, working together, and building confidence and unity in a classroom full of new faces.		Travel and Movement This unit is all about different ways that we can move and travel from one place to another. Whether we move our bodies in different ways to get around, or if we get on a train, bus, or car... What about if we could fly? Let's see where our imaginations take us!		This is me! This unit is all about exploring who we are! How we say hello, how old we are, our families, our likes and dislikes, and what makes us special and unique.		Animal Tea Party This unit is all about an animal tea party! We'll be asking the children to invite their own cuddly toys, as well as baking some delicious cakes for the party. We'll also be exploring animal movements and sounds, and will be discovering some musical terms through the song and activity Bang my drum.		I've got feelings This unit is all about exploring our feelings and emotions. Music is an incredible tool to express our feelings through song, which we will do in some of the songs and warm ups, but we'll also be exploring the breadth of different emotions through sounds and music that we listen to. What do certain sounds make us feel? How could we express our own feelings through the sounds and music that we make?		Let's Jam! This unit is all about developing our love for music, exploring different sounds and instruments, as well as playing together as a 'band' and in small groups. In a culture where often being a 'singer' or a musician is associated with TV auditions, pop stars, and celebrities, we want to emphasise the importance of enjoying music for music's sake! There's so much joy to be found in taking part in ensembles, singing together, and freedom in playing freely through improvisation. Having fun making music can have a huge impact on cohesion and wellbeing.	
	I've got a grumpy face! + Make up new words and actions about different emotions and feelings. + Explore making sound with voices and percussion instruments to create different feelings and moods. + Sing with a sense of pitch, following the shape of the melody with voices. + Mark the beat of the song with actions.	The sorcerer's apprentice + Explore storytelling elements in the music and create a class story inspired by the piece. + Identify and describe contrasts in tempo and dynamics. + Begin to use musical terms (louder /quieter, faster/ slower, higher/ lower). + Respond to music in a range of ways e.g. movement, talking, writing.	Witch, Witch + Make up a simple accompaniment using percussion instruments. + Use the voice to adopt different roles and characters. + Match the pitch of a fournote (la-so-mido) call-andresponse song.	Row, Row, Row your boat + Make up new lyrics and vocal sounds for different kinds of transport. + Sing a tune with 'stepping' and 'leaping' notes. + Play a steady beat on percussion instruments.	Bird spotting: Cuckoo polka + Explore the range and capabilities of voices through vocal play. + Develop a sense of beat by performing actions to music. + Develop active listening skills by recognising the 'cuckoo call' in a piece of music (so-mi). + Enjoy moving freely and expressively to music.	Shake my sillies out + Create a sound story using instruments to represent different animal sounds/ movements. + Sing an action song with changes in speed. + Play along with percussion instruments. + Perform the story as a class. + Listen to music and show the beat with actions.	Up and down + Make up new lyrics and accompanying actions. + Sing and play a rising and falling melody, following the shape with voices and on tuned percussion. + Use appropriate hand actions to mark a changing pitch.	Five fine bumble bees + Improvise a vocal/physical soundscape about minibeasts. + Sing in call-and-response and change voices to make a buzzing sound. + Play an accompaniment using tuned and untuned percussion, and recognise a change in tempo. + Listen to a piece of classical music and respond through dance.	Down there under the sea + Develop a song by composing new words and adding movements and props. + Sing a song using a call-andresponse structure. + Play sea sound effects on percussion instruments. + With some support, play a call-andresponse phrase comprising a short, stepping tune (C-D-E). + Listen to a range of searelated pieces of music and respond with movement.	It's oh so quiet + Improvise music with different instruments, following a conductor. + Compose music based on characters and stories developed through listening to Beethoven's 5th symphony. + Play different instruments with control. + Explore dynamics with voices and instruments. + Develop listening skills, identifying dynamics (forte, piano, crescendo, and diminuendo) across a range of different musical styles.	Slap, Clap, Clap + Compose a three-beat body percussion pattern and perform it to a steady beat. + Sing a melody in waltz time and perform the actions. + Transfer actions to sounds played on percussion instruments. + Listen actively to music in 3/4 time. + Find the beat and perform a clapping game with a partner.	Bow Bow Bow Belinda + Invent and perform actions for new verses. + Sing a song while performing a sequence of dance steps. + Play a twonote accompaniment, playing the beat, on tuned or untuned percussion. + Listen to and talk about folk songs from North America.

Music – Curriculum Overview



Year 1	<u>Menu Song</u> + Participate in creating a dramatic group performance using kitchenthemed props. + Sing a cumulative song from memory, remembering the order of the verses. + Play classroom instruments on the beat. + Copy a leader in a call-and-response song, show the shape of the pitch moving with actions, and sing using mi-redo. + Listen and move in time to the song.	<u>Colonel Hathi's march</u> + Compose music to march to using tuned and untuned percussion. + Respond to musical characteristics through movement. + Describe the features of a march using music vocabulary (e.g. that it has a steady beat, that soldiers 'march' to music, naming the instruments playing in the clips).	<u>Magical musical aquarium</u> + Experiment with sounds (timbre) to create aquariuminspired music and draw the sounds using graphic symbols. + Sing a unison song rhythmically and in tune. + Play percussion instruments expressively, representing the character of their comp	<u>Football</u> + Compose word patterns in groups and melodies in pairs using mi-re-do (E-D-C). + Chant together rhythmically, marking rests accurately. + Play a simple ostinato on untuned percussion. + Sing an echo song while tapping the beat, and clap the rhythm of the words, understanding there is one beat for each syllable. + Recognise the difference between a pattern with notes (pitched) and without (unpitched).	<u>'Dawn' from Sea interludes</u> + Sing a simple singing game, adding actions to show a developing sense of beat. + Listen actively by responding to musical signals and musical themes using appropriate movement. + Create a musical movement picture.	<u>Musical conversations</u> + Compose musical sound effects and short sequences of sounds in response to a stimulus. + Improvise question - and-answer conversations using percussion instruments. + Create, interpret, and perform from simple graphic score	<u>Dancing and drawing to Nautilus</u> + Perform actions to music, reinforcing a sense of beat. + Respond to musical signals and musical themes using movement, matching movements to musical gestures in the piece. + Develop awareness of duration and the ability to move slowly to music. + Create art work, drawing freely and imaginatively in response to a piece of music	<u>Cat and mouse</u> + Create rhythm patterns, sequencing them, and 'fixing' them as compositions using simple notation. + Attempt to record compositions with stick and other notations. + Sing and chant songs and rhymes expressively. + Listen and copy rhythm patterns.	<u>Come dance with me</u> + Create musical phrases from new word rhythms that children invent. + Sing either part of a call-and-response song. + Play the response sections on tuned percussion using the correct beater hold. + Echo sing a line independently with teacher leading, then move on to pair singing in echo format. + Copy call-andresponse patterns with voices and instruments.
Year 2	<u>Tony Chestnut</u> + Improvise rhythms along to a backing track using the note C or G. + Compose call and response music + Play the melody on a tuned percussion instrument + Recognise and play echoing phrases by ear	<u>The carnival of the animals</u> + Select instruments and compose music to reflect an animal's character + Identify different qualities of sound (timbre) + Recognise and respond to changes of tempo, duration, articulation and pitch + Listen with increase concentration to sounds / music and respond	<u>Composing music inspired by birdsong</u> + Invent simple patterns using voices, body percussion and then instruments. + Follow signals given by a conductor / leader + Structure compositional ideas into a bigger piece + Improvise solos using instruments	<u>Grandma Rap</u> + Show the following durations with actions + Chant and play rhythms using the durations of crochet, quavers, crotchet rest and stick notation + learn a clapping game that shows rhythm + compose 4 beat patterns to create a new rhythmic accompaniment + chant rhythmically and perform an accompaniment	<u>Orawa</u> + Improvise and compose, structuring short musical ideas to form a larger piece. + Sing and play, performing composed pieces for an audience. + Listen and appraise, with focus and attention to detail, recalling sounds and patterns.	<u>Trains</u> + Begin to understand duration and rhythm notation. + Structure musical ideas into a wholeclass composition. + Learn a simple rhythm pattern and perform it with tempo and volume changes. + Learn about the musical terms crescendo, diminuendo, accelerando, ritenuto. + Follow signals from a conductor. + Listen to and analyse four pieces of music inspired by travel/vehicles.	<u>Swing-along with Shostakovich</u> + Create action patterns in 2- and 3time. + Listen actively and mark the beat by tapping, clapping, and swinging to the music. + Listen and move, stepping a variety of rhythm patterns ('walk', 'jogging', 'skippy'). + Understand and explain how beats can be grouped into patterns and identify them in familiar songs. + Move freely and creatively to music using a prop	<u>Charlie Chaplin</u> + Compose a soundtrack to a clip of a silent film. + Understand and use notes of different duration. + Understand and use notes of different pitch. + Understand and use dynamics.	<u>Tanczymy labada</u> + Demonstrate an internalised sense of pulse through singing games. + Sing confidently in Polish, and play a cumulative game with spoken call-and-response sections. + Play an accompaniment on tuned percussion and invent a 4-beat body percussion pattern. + Listen and identify the beat of others and recorded music, adapting speed accordingly. + Listen to traditional and composed music

Music – Curriculum Overview



Year 3	<u>I've been to Harlem</u> + Compose a pentatonic scale + Sing a call and response song in groups + Play melodic and rhythmic accompaniments to a song + Listen and identify where notes in the melody of a song go down and up	<u>Mingulay boat song and Nao Chariya</u> + Begin to develop and understanding and appreciation of music from different traditions. + Identify songs from different places in the world, use different instruments, have a different beat and are different speeds. + Use music vocab to describe the above. + Understand that folk song is music that belongs to the people of a particular place.	<u>Sound Symmetry</u> + Compose a simple song using symmetry to develop a melody, structure and rhythmic accompaniment + Sing by improvising simple melodies and rhythms + Identify how pitch and melody of a song has been developed using symmetry	<u>Latin Dance</u> + Listen to a range of Cuban pieces, understanding influences on the music and recognising some of its musical features + Sing the syncopated rhythms in Latin dance and recognise the verse / chorus structure Work in small groups, sing a call and response song Play a one note part contributing to the chords accompanying the verse + compose a 4 beat rhythm pattern to play during the instrumental sections	<u>'March' from The Nutcracker</u> + Develop active listening skills by responding to musical themes through music. + Understand the structure of a Rondo (ABACA) + Develop a sense of beat and rhythmic pattern through music + Experience call and response patterns through moving with a partner	<u>From a railway carriage</u> + Improvise and explore a variety of ways in which words can be used to make music + Create word rhythm patterns and longer sequences, and explore ways to communicate atmosphere and effect _ Listen to pieces of music that have cleverly combined words and music, and compare how different composers have approached it.	<u>Just 3 notes</u> + Invent simple patters using rhythms and notes C -D-E + Compose music, structuring short ideas into a bigger piece + Notate, red and follow a score + Recognise and copy rhythms and pitches C-D-E	<u>Samba with Sergio</u> + Move in time with the beat of the music + Perform call and response rhythms vocally, by ear, using word rhythms, then transfer rhythms to body percussion / instruments + Perform vocal percussion as part of a group + Talk about what they've learnt about Brazil and carnival.	<u>Fly with the stars</u> + Play the chords of <i>Fly with the stars</i> on tuned percussion as part of a whole class performance + Sing solo or in a pair in call and response style + Respond to and recognise crochets and quavers and make up rhythms using these durations to create accompaniment ideas for the song
Year 4	<u>This little light of mine</u> + Improvise with the voice on the notes of the pentatonic scale D-E-G-A-B (and B flat if you have one). + Sing in a Gospel style with expression and dynamics. + Play a bass part and rhythm ostinato along with This little light of mine. + Sing Part 1 of a partner song rhythmically. + Listen and move in time to songs in a Gospel style.	<u>This Pink Panther Theme</u> + Improvise and compose, creating atmospheric music for a scene with a given set of instruments. + Listen and appraise, recognising elements of the music that establishes the mood and character e.g. the rhythm. + Talk about the effect of particular instrument sounds (timbre)	<u>Composing with Colour</u> + Create short sounds inspired by colours and shapes. + Structure musical ideas into a composition. + Create and read graphic scores. + Understand that instruments can be used individually and in combination to create different effects of timbre and texture.	<u>The doot doot song (Classroom percussion)</u> + Doodle' with voices over the chords in the song. + Sing swung rhythms lightly and accurately. + Learn a part on tuned percussion and play as part of a whole-class performance. + Sing Part 2 of a partner song rhythmically. Adopt a rhythmic accompaniment while singing. + Listen and identify similarities and differences between acoustic guitar styles.	<u>Fanfare for the common man</u> + Improvise and compose, exploring how timbre, dynamics, and texture can be used for impact in a fanfare. + Compose a fanfare using a small set of notes, and short, repeated rhythms. + Listen and appraise, recognising and talking about the musical characteristics of a fanfare using music vocabulary.	<u>Spain</u> + Invent a melody. • Fit two patterns together. + Structure musical ideas into compositions. + Play repeating rhythmic patterns. + Count musically.	<u>Global pentatonics</u> + Compose a pentatonic melody. + Improvise and create pentatonic patterns. + Use notation to represent musical ideas. + Compare music extracts and understand that the pentatonic scale features in lots of music traditions and cultures.	<u>The horse in motion</u> + Create ostinatos. + Layer up different rhythms. + Create and follow a score. + Watch a film and analyse it in a musical context.	<u>Favourite song (Classroom percussion)</u> + Sing with expression and a sense of the style of the music. + Understand triads and play C, F, G major, and A minor. + Play an instrumental part as part of a whole-class performance. + Sing a part in a partner song, rhythmically and from memory. + Identify similarities and differences between pieces of music in a folk/folckrock style.

Music – Curriculum Overview



Year 5	<u>What shall we do with the drunken sailor?</u> + Compose body percussion patterns to accompany a sea shanty. Write these out using rhythm grids. + Sing a sea shanty expressively, with accurate pitch and a strong beat. + Play bass notes, chords, or rhythms to accompany singing. + Sing in unison while playing an instrumental beat (untuned). + Keep the beat playing a 'cup' game. + Talk about the purpose of sea shanties and describe some of the features using music vocabulary.	<u>Why we sing</u> +Develop and practise techniques for singing and performing in a Gospel style. + Recognise individual instruments and voices by ear. + Listen to a selection of Gospel music and spirituals and identify key elements that give the music its unique sound. + Talk about music using appropriate music vocabulary (e.g. the ways the voices are used, the contrasting texture of solo voice and choir, singing in harmony, the lyrics etc.).	<u>Introduction to songwriting</u> + Improvise and compose, 'doodling' with sound, playing around with pitch and rhythm to create a strong hook. + Create fragments of songs that can develop into fully fledged songs. + Listen and appraise, identifying the structure of songs and analysing them to appreciate the role of metaphor. + Understand techniques for creating a song and develop a greater understanding of the song writing process	<u>Madina tun nabi</u> + Improvise freely over a drone. + Sing a song in two parts with expression and an understanding of its origins. + Sing a round and accompany themselves with a beat. + Play a drone and chords to accompany singing. + Listen and copy back simple rhythmic and melodic patterns.	<u>Building a groove</u> + Show understanding of how a drum pattern, bass line and riff fit together to create a memorable and catchy groove. + Identify drum patterns, basslines, and riffs and play them using body percussion and voices.	<u>Época</u> + Engage the imagination, work creatively in movement in small groups, learning to share and develop ideas. + Develop listening skills and an understanding of how different instrumental parts interact (texture) by responding to each part through movement. + Demonstrate an understanding of the history of Argentine Tango	<u>Balinese gamelan</u> + Compose a kecak piece as part of a group. + Sing/chant a part within a kecak performance. + Develop knowledge and understanding of the Balinese musical forms of gamelan beleganjur and kecak. + Listen and match vocal and instrumental sounds to each other, and to notation.	<u>Composing in ternary form</u> + Improvise and compose, creating a piece in ternary form using a pentatonic scale, and containing an accompaniment, contrasting dynamics, and tempo. + Notate ideas to form a simple score to play from. + Listen, appraise, and respond to music using drawings and words. Recognise that music can describe feelings and tell a story. + Understand and recognise ternary form.	<u>Kisne banaaya</u> + Compose a simple accompaniment using tuned instruments. + Create and perform their own class arrangement. + Sing and play the melody of Kisne banaaya. + Sing in a 4-part round accompanied with a pitched ostinato.
Year 6	<u>Hey, Mr Miller</u> + Compose a syncopated melody using the notes of the C major scale. + Sing a syncopated melody accurately and in tune. + Sing and play a class arrangement of the song with a good sense of ensemble. + Listen to historical recordings of big band swing and describe features of the music using music vocabulary.	<u>Shadows</u> + Explore the influences on an artist by comparing pieces of music from different genres. + Identify features of timbre, instrumentation, and expression in an extract of recorded music + Use musical knowledge and vocabulary to discuss similarities and differences in pieces of music. + Create a shadow movement piece in response to music	<u>Composing for protest!</u> + Create their own song lyrics. + Fit their lyrics to a pulse, creating a chant. + Write a melody and sing it. + Structure their ideas into a complete song.	<u>Dona nobis pacem</u> + Compose an 8-bar piece on percussion, in 3-time and using chords F and C major. + Sing a round accurately and in a legato style. + Sing a chorus in two-part harmony with dancing on the beat. + Identify changes in texture between parts moving together (homophonic texture) and parts moving independently (polyphonic texture).	<u>You to me are everything</u> + Use music vocabulary and knowledge to discuss similarities and differences in pieces of music. + Learn some simple choreography to accompany a disco song. + Listen and appraise, recognising and identifying key musical features such as rhythm, tempo, timbre, structure, and instruments.	<u>Twinkle variations</u> +Create variations using a wide variety of composing techniques. + Improvise on top of a repeating bassline. + Decipher a graphic score. + Play Twinkle, twinkle, little star	<u>Race!</u> +Create an accompaniment. + Create an extended melody with four distinct phrases. + Experiment with harmony. + Structure ideas into a full soundtrack.	<u>Exploring identity through song</u> + Identify ways songwriters convey meaning: through lyrics, the music, and the performance. + Understand different ways that rhymes work in songs. + Identify different elements of a song's structure. + Understand the concept of identity and how you can express that in songs.	<u>Ame sau vala tara bal</u> + Create a rhythmic piece for drums and percussion instruments. + Sing the chorus of Throw, catch in three-part harmony with dancing. + Develop knowledge and understanding of a variety of musical styles from India, talking about them using music vocabulary. + Demonstrate coordination and keeping a steady beat by dancing to bhangra music.

Music – Curriculum Overview



Nursery	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Sing Up! units	<u>Let's be friends!</u>	<u>Travel and Movement</u>	<u>This is me!</u>	<u>Animal Tea Party</u>	<u>I've got feelings</u>	<u>Let's Jam!</u>
General Theme	All About Me!	Our Wonderful World	Ticket to Ride!	Come Outside!	Our Heroes	Fun at the Seaside
St Thomas' Value	Compassion	Trust	Perseverance	Faith	Community	Joy
Expressive Arts and Design (EAD) is a specific area of learning EAD is one of the four specific areas of learning, focusing on supporting children's creative development and expression through various activities like art, music, movement, dance, role-play, and design and technology.						
Development Matters (EAD)	Listen with increased attention to sounds. Sing the pitch of a tone sung by another person ('pitch match'). Remember and sing entire songs.	Listen with increased attention to sounds. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down, and up) of familiar songs	Listen with increased attention to sounds. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Play instruments with increasing control	Listen with increased attention to sounds. Sing the pitch of a tone sung by another person ('pitch match'). Play instruments with increasing control	Listen with increased attention to sounds. Sing the melodic shape (moving melody, such as up and down, down, and up) of familiar songs.	Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Create their own songs or improvise a song around one they know. . Play instruments with increasing control to express their feelings and ideas.
Substantive Concepts	Musical storytelling, louder/quieter, faster/slower, higher/lower, timbre	Call-and-response Pitch Beat	Active listening Beat Pitch Tempo	Pitch Active listening Creating sound effects using voice Call and respond	structure, active listening, Dynamics, tempo, improvising and composing, exploring instruments	Beat, composing and playing. Pitch, active listening, instrumental accompaniment.
Key Vocabulary	Instrument Feelings Sing Actions Sounds	Instrument Rhythm Chant Shape Tune	Voice Beat Rhythm Call Response	Sound Tune Vocal Beat	Instruments Sound Lyrics Makaton Dynamics Tempo	Body Percussion Pitch Call Response Vocal Chant Sound Rhythm

Music – Curriculum Overview



Disciplinary Concepts	+Think about feelings +Sing a song with others +Listen and join in with actions +Learn a new chant +Move our voices up and down +imitate musicians playing +Listen to different instruments +Describe different sounds	+ Clap a rhythm +Listen, respond & vocalize chants +Combine singing with movement +Sing the shape of a tune +Explain what music makes them think of +Experiment with ways of playing musical instruments	+ Sing the shape of a tune +Pitch responses confidently +Actions to accompany lyrics +Play an instrument in time to a pulse	+Wait for musical cues and respond with movement and actions +Use words to describe the sound of a cello +create vocal sound effects and share ideas +Sing the shape of a tune +Respond to a song with a steady beat +Create a rhythmic pattern +Understand the words dynamics and tempo	+Create a music board using bodies as instruments +Be a conductor +Experiment with different ways of playing instruments +Accompany the lyrics of a chords with Makaton +Play instruments with control e.g. loud and quiet/fast and slow	+Tap the rhythm of their name whilst speaking +Create rhythms using instruments and body percussion +Match the pitch of the leader in the call and response +Combine singing with the movements of a song +Listen, respond, vocalize chants +Describe sound
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Music – Curriculum Overview



RECEPTION	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2		
	Sing Up! units	I've got a Grumpy Face!	<u>The sorcerer's apprentice</u>	<u>Witch, Witch</u>	<u>Row, Row, Row your boat</u>	<u>Bird spotting: Cuckoo polka</u>	<u>Shake my sillies out</u>	<u>Up and down</u>	<u>Five fine bumble bees</u>	<u>Down there under the sea</u>	<u>It's oh so quiet</u>	<u>Slap, Clap, Clap</u>	<u>Bow Bow Bow Belinda</u>
General Theme	All About Me!		Our Wonderful World		Ticket to Ride!		Come Outside!		Our Heroes		Fun at the Seaside		
St Thomas' Value	Compassion		Trust		Perseverance		Faith		Community		Joy		
Expressive Arts and Design (EAD) is a specific area of learning													
EAD is one of the four specific areas of learning, focusing on supporting children's creative development and expression through various activities like art, music, movement, dance, role-play, and design and technology.													
Development Matters (EAD)	Listen attentively, move to and talk about music, expressing their feelings and responses.				Sing in a group or on their own, increasingly matching the pitch and following the melody.				Explore and engage in music making and dance, performing solo or in groups				
Substantive Concepts	Timbre, beat, pitch contour	Musical storytelling, louder/quieter, faster/slower, higher/lower, timbre	Call-andresponse, pitch (la-so-mi-do), timbre.	Beat, pitch (step/leap), timbre	Active listening, beat, pitch (so-mi), vocal play	Timbre, pitch (higher/lower), tempo (faster/slower), beat	Pitch contour rising and falling, classical music.	Timbre, tempo, structure (calland-response), active listening.	Timbre, structure, active listening, tune moving in step (stepping notes), soundscape.	Dynamics, timbre, musical storytelling, improvising and composing, exploring instruments	Music in 3time, beat, composing and playing.	Beat, active listening, instrumental accompaniment	
Key Vocabulary	Voice Percussion Sound Instrument Feelings Pitch Melody Beat	Story Feeling Tempo Dynamics Sound Louder / quieter Faster / slower	Percussion Instrument Voice Pitch Call response	Lyrics Vocals Tune Beat percussion	Voice Beat Rhythm Call response	Tempo Call Response rhythm	Melody Shape Tuned Untuned pitch	Soundscape Call Response Structure Accompaniment Tuned untuned	Song Structure Tuned Untuned Percussion	Conductor Composition Dynamics Voice Pitch	Percussion Beat Rhythm Melody	Verse Chorus beat	

Music – Curriculum Overview



Disciplinary Concepts	+ Make up new words and actions about different emotions and feelings. + Explore making sound with voices and percussion instruments to create	+ Explore storytelling elements in the music and create a class story inspired by the piece. + Identify and describe contrasts in tempo and dynamics. + Begin to	+ Make up a simple accompaniment using percussion instruments. + Use the voice to adopt different roles and characters. + Match the pitch of a	+ Make up new lyrics and vocal sounds for different kinds of transport. + Sing a tune with 'stepping' and 'leaping' notes. + Play a steady beat	+ Explore the range and capabilities of voices through vocal play. + Develop a sense of beat by performing actions to music. + Develop	+ Create a sound story using instruments to represent different animal sounds/ movements. + Sing an action song with changes in speed.	+ Make up new lyrics and accompanying actions. + Sing and play a rising and falling melody, following the shape with voices and on tuned	+ Improvise a vocal/physical soundscape about minibeasts. + Sing in calland-response and change voices to make a buzzing sound.	+ Develop a song by composing new words and adding movements and props. + Sing a song using a callandresponse structure. + Play sea	+ Improvise music with different instruments, following a conductor. + Compose music based on characters and stories developed through	+ Compose a three-beat body percussion pattern and perform it to a steady beat. + Sing a melody in waltz time and perform the actions.	+ Invent and perform actions for new verses. + Sing a song while performing a sequence of dance steps. + Play a twonote accompaniment, playing
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Music – Curriculum Overview



RECEPTION	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
Disciplinary Concepts	different feelings and moods. + Sing with a sense of pitch, following the shape of the melody with voices. + Mark the beat of the song with actions.	use musical terms (louder/quieter, faster/slower, higher/lower). + Respond to music in a range of ways e.g. movement, talking, writing.	four-note (la-so-mi-do) call-and-response song	on percussion instruments.	active listening skills by recognising the 'cuckoo call' in a piece of music (somi). + Enjoy moving freely and expressively to music.	+ Play along with percussion instruments. + Perform the story as a class. + Listen to music and show the beat with actions.	percussion. + Use appropriate hand actions to mark a changing pitch.	+ Play an accompaniment using tuned and untuned percussion, and recognise a change in tempo. + Listen to a piece of classical music and respond through dance.	sound effects on percussion instruments. + With some support, play a call-and-response phrase comprising a short, stepping tune (CD-E). + Listen to a range of searelated pieces of music and respond with movement.	listening to Beethoven's 5th symphony. + Play different instruments with control. + Explore dynamics with voices and instruments. + Develop listening skills, identifying dynamics (forte, piano, crescendo, and diminuendo) across a range of different musical styles.	+ Transfer actions to sounds played on percussion instruments. + Listen actively to music in 3/4 time. + Find the beat and perform a clapping game with a partner.	the beat, on tuned or untuned percussion. + Listen to and talk about folk songs from North America.
Experiential Knowledge Our Church Our Community Visits / Places / People	Nursery Rhyme Week		The Nativity performance		GM Music Hub project						Summer Concert	
Protected Characteristics												

Music – Curriculum Overview



Year 1	Autumn 1	Autumn 2		Spring 1	Spring 2		Summer 1		Summer 2
	<u>Menu Song</u>	<u>Colonel Hathi's march</u>	<u>Magical musical aquarium</u>	<u>Football</u>	<u>'Dawn' from Sea interludes</u>	<u>Musical conversations</u>	<u>Dancing and drawing to Nautilus</u>	<u>Cat and mouse</u>	<u>Come dance with me</u>
Enquiry Question	Can kitchen items make music?	What is a march?	Does the Ocean make music?	Why do we chant?	What is classical music?	Can we make musical conversations?	Does music help us dance?	Is it wrong?	How can we write down what we play?
St Thomas' Value	Compassion	Trust		Perseverance	Faith		Community		Joy
Subject Content Time Periods					Classical era				
Substantive Concepts	Active listening (movement), beat, echo singing, showing pitch moving, progression snapshot 1.	Beat, march, timbre, film music.	Timbre, pitch, structure, graphic symbols, classical music.	Beat, ostinato, pitched/unpitched patterns, mi-re-do (notes E-D-C), progression snapshot 2	Beat, active listening (singing game, musical signals, movement), 20th century classical music	Question-and-answer, timbre, graphic score	Active listening (musical signals, internalising beat, draw to music, movement/actions), electronic music	Mood, tempo, dynamics, rhythm, timbre, dot notation.	Call-and-response, echo singing and playing, playing percussion, crotchet, quavers, crotchet rest, developing beat skills, progression snapshot 3.
Key Vocabulary (On Knowledge Organiser)	Dramatic Song Cumulative Verse Memory Beat Pitch Call and response	Compose Tuned and untuned March Beat	Timbre Graphic symbols Unison Rhythm Percussion representation	Compose Melody Rhythm Echo Beat Pitched unpitched	Beat Response	Compose Beat Signal Conductor percussion	Beat Response Movement Gesture Duration imagination	Rhythm Sequence Composition Chant	Phrase Rhythm Response Echo Call and response

Music – Curriculum Overview

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Music – Curriculum Overview



Year 2	Autumn 1	Autumn 2		Spring 1	Spring 2		Summer 1		Summer 2
	<u>Tony Chestnut</u>	<u>The carnival of the animals</u>	<u>Composing music inspired by birdsong</u>	<u>Grandma Rap</u>	<u>Orawa</u>	<u>Trains</u>	<u>Swing-along with Shostakovich</u>	<u>Charlie Chaplin</u>	<u>Tanczymy labada</u>
Enquiry Question	Can we sing what we hear?	How can music create a picture in our mind?	Can we create a birdsong using percussion?	What is a rap?	Why is classical music famous?	What can we learn from the sound of a train?	What /who is Shostakovich?	Can we make music to accompany a picture?	How is Polish music different?
St Thomas' Value	Compassion	Trust		Perseverance	Faith		Community		Joy
Subject Content Time Periods					20 th century classical music		20 th century classical music		<u>Tanczymy labada</u> - Polish music
Substantive Concepts	Beat, rhythm, melody, echo, call-and-response, tuned and untuned percussion, progression snapshot 1.	Timbre, tempo, dynamics, pitch, classical music	Composing using a nonmusical stimulus, creating music inspired by birds and birdsong, improvising and playing a solo on instruments	Duration (crotchet, quavers, crotchet rest), unison, round, progression snapshot 2.	Beat, rhythm, repetition, structure, 20 th century classical music.	To create music inspired by train travel, volume/ dynamics (crescendo, diminuendo), speed/ tempo (accelerando, ritenuto)	2- and 3-time, beat, beat groupings, 20 th century classical music.	To create music to accompany a short film featuring Charlie Chaplin, pitch (high and low), duration (long and short), dynamics/ volume (loud and soft).	Singing games, traditional Polish dances, follow a changing beat and tempo, playing a percussion accompaniment, body percussion patterns, progression snapshot 3.
Key Vocabulary (On Knowledge Organiser)	Beat Rhythm Pulse Echo improvise	Timbre Tempo Dynamics pitch	Improvise Pitch Body percussion conductor	Duration Unison Round Crotchet / quaver / rest rhythm	Beat Rhythm Structure Audience Listen appraise	Dynamics Tempo Purpose image	Beat Pulse Rhythm groupings	Duration Pitch Dynamics composition	Pulse Call and response Accompaniment

Music – Curriculum Overview



Disciplinary Concepts	+ Improvise rhythms along to a backing track using the note C or G. + Compose call and response music + Play the melody on a tuned percussion instrument + Recognise and play echoing	+ Select instruments and compose music to reflect an animal's character + Identify different qualities of sound (timbre)	+ Invent simple patterns using voices, body percussion and then instruments. + Follow signals given by a conductor /	+ Show the following durations with actions + Chant and play rhythms using the durations of crochet, quavers, crotchet rest and stick notation + learn a clapping game that shows rhythm	+Improvise and compose, structuring short musical ideas to form a larger piece. + Sing and play,	+ Begin to understand duration and rhythm notation. + Structure musical ideas into a whole-class composition. + Learn a simple rhythm pattern and perform it	+ Create action patterns in 2- and 3time. + Listen actively and mark the beat by tapping, clapping, and swinging to the music. + Listen and	+ Compose a soundtrack to a clip of a silent film. + Understand and use notes of different duration. + Understand and use notes of different pitch. + Understand	+ Demonstrate an internalised sense of pulse through singing games. + Sing confidently in Polish, and play a cumulative game with spoken call-andresponse sections. + Play an accompaniment on tuned percussion and
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Music – Curriculum Overview



Year 3	Autumn 1	Autumn 2		Spring 1	Spring 2		Summer 1		Summer 2
	<u>I've been to Harlem</u>	<u>Mingulay boat song and Nao Chariya</u>	<u>Sound Symmetry</u>	<u>Latin Dance</u>	<u>'March' from The Nutcracker</u>	<u>From a railway carriage</u>	<u>Just 3 notes</u>	<u>Samba with Sergio</u>	<u>Fly with the stars</u>
Enquiry Question	Can I understand the simple rhythms of – cat / monkey / rest / armadillo / cow to create a pentatonic piece of music?	Can I use the rhythms that I have learnt to improvise and compose a simple piece of music?		Can we dance the Latin Salsa?	Do I understand the features of a RONDO?	Can I compare composers that all created classical music?	Can I explore 3 notes and the difference in 'emotion' they provoke?	Can I identify a beat to a piece of music and move / play in time with it?	Can I identify the differences between major and minor chords?
St Thomas' Value	Compassion	Joy		Perseverance	Faith		Community		Joy
Subject Content Time Periods (Link to the History of Music)	x	x		Link to Latin America and this history of it's music	History of the romantic period – historic musicians	History of the classical period – historic musicians	x	Link to South America – the history of its' musical instruments	x
Substantive Concepts	Pitch shape, ostinato, round, pentatonic, call and response	Bengali/ Scottish folk songs, comparing songs from different parts of the world, beat, tempo, ¾, 4/4	Structure (symmetry and pattern in melody, ternary form), melody, accompaniment	Salsa, beat, clave rhythm, timbre, rhythm pattern	Rondo structure, beat, high / lower, staccato, call and response, romantic ballet music	Structure (repetition, round, pattern), texture (layers, unison), timbre, beat, classical music	Pitch (notes C-D-E), rhythm patters, structure, minimalism, dot notation.	Samba, carnival, fanfare, call and response, beat, percussion, word rhythms, music and community	Minor and major chords (A minor and C Major), arpeggio, chord, dot notation.
Key Vocabulary (On Knowledge Organiser)	Rhythm Pulse Tempo Dynamics	Rhythm Pulse Tempo Dynamics Timbre Structure (Binary form) Duration		Salsa Beat Rhythm Timbre Pattern Syncopation Chords	Rondo Structure Call and response Staccato Romantic	Structure Repetition Round Patter Texture Timbre classical	Pitch Rhythm Pattern Structure minimalism	Samba Carnival Fanfare call and response beat, percussion,	Minor Major Arpeggio Chord notation

Music – Curriculum Overview



Year 3	Autumn 1	Autumn 2		Spring 1	Spring 2		Summer 1		Summer 2
Disciplinary Concepts	+ Compose a pentatonic scale + Sing a call and response song in groups + Play melodic and rhythmic accompaniments to a song + Listen and identify where notes in the melody of a song go down and up	+ Begin to develop and understanding and appreciation of music from different traditions. + Identify songs from different places in the world, use different instruments, have a different beat and are different speeds. + Use music vocab to describe the above. + Understand that folk song is music that belongs to the people of a particular place.	+ Compose a simple song using symmetry to develop a melody, structure and rhythmic accompaniment + Sing by improvising simple melodies and rhythms + Identify how pitch and melody of a song has been developed using symmetry	+ Listen to a range of Cuban pieces, understanding influences on the music and recognising some of its musical features + Sing the syncopated rhythms in Latin dance and recognise the verse / chorus structure Work in small groups, sing a call and response song Play a one note part contributing to the chords accompanying the verse + compose a 4 beat rhythm pattern to play during the instrumental sections	+ Develop active listening skills by responding to musical themes through music. + Understand the structure of a Rondo (ABACA) + Develop a sense of beat and rhythmic pattern through music + Experience call and response patterns through moving with a partner	+ Improvise and explore a variety of ways in which words can be used to make music + Create word rhythm patterns and longer sequences, and explore ways to communicate atmosphere and effect _ Listen to pieces of music that have cleverly combined words and music, and compare how different composers have approached it.	+ Invent simple patters using rhythms and notes C -D-E + Compose music, structuring short ideas into a bigger piece + Notate, red and follow a score + Recognise and copy rhythms and pitches C-D-E	+ Move in time with the beat of the music + Perform call and response rhythms vocally, by ear, using word rhythms, then transfer rhythms to body percussion / instruments + Perform vocal percussion as part of a group + Talk about what they've learnt about Brazil and carnival.	+ Play the chords of <i>Fly with the stars</i> on tuned percussion as part of a whole class performance + Sing solo or in a pair in call and response style + Respond to and recognise crochets and quavers and make up rhythms using these durations to create accompaniment ideas for the song
Experiential Knowledge Our Church Our Community Visits / Places / People	EXPERIENCES THAT WILL ADD TO THE CURRICULUM							Samba drumming workshop	
Protected Characteristics									

Music – Curriculum Overview



Year 4	Autumn 1	Autumn 2		Spring 1	Spring 2		Summer 1		Summer 2
	<u>This little light of mine</u>	<u>This Pink Panther Theme</u>	<u>Composing with Colour</u>	<u>The doot doot song (Classroom percussion)</u>	<u>Fanfare for the common man</u>	<u>Spain</u>	<u>Global pentatonics</u>	<u>The horse in motion</u>	<u>Favourite song (Classroom percussion)</u>
Enquiry Question	How does Gospel music make us feel?	Can we use music to create an atmosphere?	Is music colourful?	Doodle – what is it and what is it such fun?	How did this piece of music become so famous?	Is music maths?	Why is the pentatonic scale so important in music?	Does the music make the movie?	Are we the next best band?
St Thomas' Value	Compassion	Trust		Perseverance	Faith		Community		Joy
Subject Content Time Periods									
Substantive Concepts	Pentatonic scale, Gospel music, off-beat, rhythm, call-and-response, progression snapshot 1.	Timbre, tempo, rhythm, dynamics, atmosphere, music from a film.	Creating music inspired by colour and art, composing using a non-musical stimulus, timbre, dynamics, rhythm, texture, suite, graphic score.	Chords (A minor, C and F major), acoustic guitar style, song structure, relaxed swing feel, 2-bar phrases, progression snapshot 2	Fanfare, timbre, dynamics, texture, silence.	To create music inspired by Spain, habanera rhythm, triplet rhythm, fitting two rhythms together, count musically, structure ideas.	Pentatonic scale, different music traditions and cultures, graphic/dot notation.	to create music inspired by one of the first ever motion pictures showing the movement of a horse, composing to a moving image, graphic score, orchestration,	Triads, chords: C, F, G major, A minor, chord structure, folk-rock styles, progression snapshot 3.
Key Vocabulary (On Knowledge Organiser)	Pentatonic scale Gospel Rhythm Call and response	Timbre Tempo Rhythm dynamics	Stimulus Score Notation Dynamics Rhythm texture	Chords Structure Swing bar	Fanfare Timbre Dynamics texture	Rhythm Count structure	Pentatonic scale notation	Composition Rhythm Score Orchestra Conductor	Triad Chord Structure style

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Music – Curriculum Overview



Year 5	Autumn 1	Autumn 2		Spring 1	Spring 2		Summer 1		Summer 2
	<u>What shall we do with the drunken sailor?</u>	<u>Why we sing</u>	<u>Introduction to song writing</u>	<u>Madina tun nabi</u>	<u>Building a groove</u>	<u>Época</u>	<u>Balinese gamelan</u>	<u>Composing in ternary form</u>	<u>Kisne banaaya</u>
Enquiry Question	Why were sea shanty's composed?	How does Gospel Music make us feel?	Can I be a songwriter?	Why is Islamic song important?	How can we make music 'catchy'?	What do we know about the Tango?	Can we compose music in the style of Kecak pieces?	What is ternary form and why is it important to music?	Can we create Music inspired by India and Pakistan?
St Thomas' Value	Compassion	Trust		Perseverance	Faith		Community		Joy
Subject Content Time Periods	Sea Shanty			Nasheed Islamic song		Argentine tango	Gamelan from Bali		Music from India and Pakistan
Substantive Concepts	Sea shanties, beat, rhythm, chords, bass, dot notation, progression snapshot 1	Gospel music, instruments, structure, texture, vocal decoration.	Structure (verse/ chorus), hook, lyric writing, melody	Nasheed (Islamic song), drone, melody, harmony, chords (G and D), vocal decoration, microtones, progression snapshot 2	Beat, rhythm, basslines, riffs.	Texture, articulation, rhythm, tango.	Gamelan from Bali, interlocking rhythms, vocal chant, structure (musical cycles)	Structure (ternary form/ ABA), pentatonic scale, tempo, dynamics, 20th century orchestral music.	A song from India and Pakistan, melody, accompaniment, four-part singing in a round, creating an arrangement, progression snapshot 3.
Key Vocabulary (On Knowledge Organiser)	Beat Rhythm Chord Bass Dot notation	Instrument Structure Texture Vocal decoration	Structure Lyrics Listen and appraise	Drone Melody Harmony Chords microtones	Beat Rhythm Riff Baseline pattern	Texture Articulation Rhythm Tango	Interlocking rhythm Chant Vocals Musical structure	Ternary form Pentatonic scale Dynamics Tempo orchestra	Accompaniment Round Arrangement

Music – Curriculum Overview



Disciplinary Concepts	+ Compose body percussion patterns to accompany a sea shanty. Write these out using rhythm grids. + Sing a sea shanty expressively, with accurate pitch and a strong beat. + Play bass notes, chords, or rhythms to accompany singing.	+ Develop and practise techniques for singing and performing in a Gospel style. + Recognise individual instruments and voices by ear.	+ Improvise and compose, 'doodling' with sound, playing around with pitch and rhythm to create a strong hook. + Create fragments of songs that can develop into fully fledged songs.	+ Improvise freely over a drone. + Sing a song in two parts with expression and an understanding of its origins. + Sing a round and accompany themselves with a beat. + Play a drone and chords to accompany singing.	+ Show understanding of how a drum pattern, bass line and riff fit together to create a memorable and catchy groove.	+ Engage the imagination, work creatively in movement in small groups, learning to share and develop ideas.	+ Compose a kecak piece as part of a group. + Sing/chant a part within a kecak performance. + Develop knowledge and understanding of the	+ Improvise and compose, creating a piece in ternary form using a pentatonic scale, and containing an accompaniment, contrasting dynamics, and tempo. + Notate ideas to form a simple score to play from.	+ Compose a simple accompaniment using tuned instruments. + Create and perform their own class arrangement. + Sing and play the melody of Kisne banaaya. + Sing in a 4-part round accompanied with a pitched ostinato.
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Music – Curriculum Overview

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Music – Curriculum Overview



Year 6	Autumn 1	Autumn 2		Spring 1	Spring 2		Summer 1		Summer 2
	<u>Hey, Mr Miller</u>	<u>Shadows</u>	<u>Composing for protest!</u>	<u>Dona nobis pacem</u>	<u>You to me are everything</u>	<u>Twinkle variations</u>	<u>Race!</u>	<u>Exploring identity through song</u>	<u>Ame sau vala tara bal</u>
Enquiry Question	How has music changed since war time?	Can we explore music from different genres?	Is protest stronger if it contains music?	Does the texture of a piece of music alter the meaning and memory of the piece?	Why is 1970s soul music memorable?	Can we use a nursery rhyme and enhance it?	How does music enhance an image?	How can songwriters convey meaning through music, lyrics and performance?	Can we develop knowledge and understanding of a variety of musical styles from India, talking about them using music vocabulary?
St Thomas' Value	Compassion	Trust		Perseverance	Faith		Community		Joy
Subject Content Time Periods	WW2		Ethel Smoth (Suffragettes)		1970s soul music				Indian music
Substantive Concepts	Swing music, syncopation, swing rhythm, big band instruments, scat singing, social and historical context (WWII, segregation) progression snapshot 1.	Artists and their influences, compare musical genres (country, electronic dance music, rock, classical, soul).	To create music inspired by Ethel Smyth and a picture of the suffragettes, composing using a nonmusical stimulus, lyrics, melody, steady beat, tempo, ostinato, coda.	Texture (3-part round/polyphonic texture), monophonic, homophonic, 3/4 time, durations (crotchet, rest, quavers, minim, dotted crotchet), sacred vocal music, singing in harmony, progression snapshot 2.	1970s soul music, comparing cover versions	To use Twinkle, twinkle little star as a composing tool, theme and variations form, passacaglia, improvisation.	To create music to accompany a short film about a race, composing an extended melody and accompaniment.	Vocal range, voice change, vocal technique, lyrics (internal rhymes), anthems	Indian music, bhairavi raag, chaal rhythm, Indian musical instruments, Indian musical styles comparison (bhangra, Bollywood, Indian classical), progression snapshot 3.
Key Vocabulary (On Knowledge Organiser)	Syncopation Wring rhythm Scat singing	Music genre Tempo Pulse rhythm	Lyrics Melody Beat Tempo ostinato	Texture ¾ time Duration harmony	Comparisons orignality	Variation form	Melody accompaniment	Range Technique rhyme	Instrument Style comparison

Music – Curriculum Overview



Year 6	Autumn 1	Autumn 2		Spring 1	Spring 2		Summer 1		Summer 2
	<u>Hey, Mr Miller</u>	<u>Shadows</u>	<u>Composing for protest!</u>	<u>Dona nobis pacem</u>	<u>You to me are everything</u>	<u>Twinkle variations</u>	<u>Race!</u>	<u>Exploring identity through song</u>	<u>Ame sau vala tara bal</u>
Disciplinary Concepts	+ Compose a syncopated melody using the notes of the C major scale. + Sing a syncopated melody accurately and in tune. + Sing and play a class arrangement of the song with a good sense of ensemble. + Listen to historical recordings of big band swing and describe features of the music using music vocabulary.	+ Explore the influences on an artist by comparing pieces of music from different genres. + Identify features of timbre, instrumentation, and expression in an extract of recorded music + Use musical knowledge and vocabulary to discuss similarities and differences in pieces of music. + Create a shadow movement piece in response to music	+ Create their own song lyrics. + Fit their lyrics to a pulse, creating a chant. + Write a melody and sing it. + Structure their ideas into a complete song.	+ Compose an 8-bar piece on percussion, in 3-time and using chords F and C major. + Sing a round accurately and in a legato style. + Sing a chorus in two -part harmony with dancing on the beat. + Identify changes in texture between parts moving together (homophonic texture) and parts moving independently (polyphonic texture).	+ Use music vocabulary and knowledge to discuss similarities and differences in pieces of music. + Learn some simple choreography to accompany a disco song. + Listen and appraise, recognising and identifying key musical features such as rhythm, tempo, timbre, structure, and instruments.	+Create variations using a wide variety of composing techniques. + Improvise on top of a repeating bassline. + Decipher a graphic score. + Play Twinkle, twinkle, little star	+Create an accompaniment. + Create an extended melody with four distinct phrases. + Experiment with harmony. + Structure ideas into a full soundtrack.	+ Identify ways songwriters convey meaning: through lyrics, the music, and the performance. + Understand different ways that rhymes work in songs. + Identify different elements of a song's structure. + Understand the concept of identity and how you can express that in songs.	+ Create a rhythmic piece for drums and percussion instruments. + Sing the chorus of Throw, catch in three-part harmony with dancing. + Develop knowledge and understanding of a variety of musical styles from India, talking about them using music vocabulary. + Demonstrate coordination and keeping a steady beat by dancing to bhangra music.
Experiential Knowledge Our Church Our Community Visits / Places / People									
Protected Characteristics									