



"Serve one another in love"



## **Music at Upton Heath Church of England Primary School**

### **Music Curriculum Statement**

**Subject Lead: Miss Sarah Wilkinson**

#### **Intent:**

'A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement.'  
(Department of Education, National Curriculum)

Our vision at Upton Heath Primary School is 'enriching lives' our Music curriculum aims to do this. We aim to engage, motivate and inspire pupils to develop a love of music and to make music lessons an enjoyable learning experience. Music is a unique way of communicating which can inspire and motivate pupils. It is a vehicle for personal expression, and it can play an important part in children's personal and cognitive development. Our music curriculum aims to reflect the culture and society that we live in, so that the teaching and learning of music enables children to better understand their world. We want our music lessons to be fun and inspiring, engaging the children with songs, lyrics and movement. We want the children to be able, reflective and expressive, developing their own appreciation of music with the opportunities we provide as a school. Our pupils will learn that music is a universal language that embodies one of the highest forms of creativity. They will be inspired and engaged by music education. Our pupils will develop a love of music and grow their talent as musicians, and in turn increase their self-confidence, creativity and sense of achievement.

We ensure that current learning is linked to previous learning as part of a sequential curriculum, enabling children to achieve the end of year expectations. In line with the national curriculum 2014, the Music curriculum at UHPS aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to play classroom instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

Click on the links below:

Music  
Vocabulary

Music  
Progression  
of Skills

Music  
curriculum  
statement

## The Music Curriculum

Cohort	Half term	Theme / Topic	Intent	Implementation	Impact
Year 1	Autumn 1	Hey You!	Option to compose your own rap or words to existing to the existing rap, that could link to any topic, graffiti, art, literacy, breakdancing or 80s Hip Hop culture. Historical context of musical styles.	Knowledge Organisers: Weekly lessons. Twitter, Seesaw, Newsletter, and website.	Listen and appraise a piece of music/song Find the pulse in music they are listening to Name instruments they can hear Copy and clap back rhythms Know that pitch is high and low Rap and sing songs Take part in a class performance and share thoughts and opinions.
Year 2		Hands, Feet, Heart	South African music and Freedom Songs. Nelson Mandela as a famous and influential person. Historical context of musical styles.	Knowledge Organisers: Weekly lessons. Twitter, Seesaw, Newsletter, and website.	Listen and appraise a piece of music/song Find the pulse Copy and clap back rhythms Clap the rhythm of their name Make up your own rhythm Sing Playing instruments using up to three notes - G or G, A + C. Improvise using the notes C + D: Compose a simple melody using simple rhythms, choosing from the notes C + D or C, D + E. Perform and share/reflect
Year 3		Let Your Spirit Fly	Historical context of musical styles.	Knowledge Organisers: Weekly lessons. Twitter, Seesaw, Newsletter, and website.	Listen and appraise a piece of music/song Identify instruments/voices they can hear Find and move to the pulse Play instrumental parts with the song by ear and/or from notation using up to 3 notes - C, D + E. Improvise using up to 3 notes - C, D + E. Compose a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, F + G. Perform and share/reflect
Year 4		Mamma Mia	Structure of songs linked to literacy. Music and styles of the 70s and 80s, analysing performance. Sweden as a country.	Knowledge Organisers: Weekly lessons. Twitter, Seesaw, Newsletter, and website.	Listen and appraise a piece of music/song Find the pulse Play and copy back using up to 2 notes - G + A. Singing in unison Play instrumental parts with the song by ear and/or from notation using up to 3 notes

					<p>- G, A + B Improvise using up to 3 notes - G, A + B</p> <p>Compose a simple melody using simple rhythms choosing from the notes G, A + B or G, A, B, D + E (the pentatonic scale)</p> <p>Perform and share/reflect</p>
Year 5		<p>Livin' On A Prayer</p>	<p>How rock music was developed from the Beatles onwards. Analysing performance.</p>	<p>Knowledge Organisers: Weekly lessons. Twitter, Seesaw, Newsletter, and website.</p>	<p>Listen and appraise a piece of music/song.</p> <p>Identify instruments/voices they can hear</p> <p>Find the pulse</p> <p>Identify tempo, dynamics, and texture</p> <p>Play and copy back using up to 3 notes - G, A + B. challenge.</p> <p>Sing in unison.</p> <p>Play instrumental parts with the song by ear and/or from notation using G, A + B or D, E, F + G</p> <p>Improvise using up to 3 notes - G, A + B.</p> <p>Compose a simple melody using simple rhythms choosing from the notes G, A + B or G, A, B, D + E (Pentatonic Scale).</p> <p>Perform and share/reflect</p>
Year 6		<p>Happy</p>	<p>What makes us happy? Video/project with musical examples.</p>	<p>Knowledge Organisers: Weekly lessons. Twitter, Seesaw, Newsletter, and website.</p>	<p>Listen and appraise a piece of music/song.</p> <p>Describe the structure of a song</p> <p>Identify instruments/voices</p> <p>Describe the musical dimensions</p> <p>Play and copy back using up to 3 notes - A, G + B</p> <p>Sing in 2 parts</p> <p>Play instrumental parts with the song by ear and/or from notation using up to 3 notes - A, G + B. Which part did you play? Improvise using up to 3 notes - A, G + B</p> <p>Compose a simple melody using simple rhythms choosing from the notes A, G + B or C, E, G, A + B</p> <p>Perform and share/reflect</p>

Cohort	Half term	Theme / Topic	Intent	Implementation	Impact
Year 1	Autumn 2	<p>Rhythm In The Way We Walk and Banana Rap</p>	<p>Action songs that link to the foundations of music.</p>	<p>K Knowledge Organisers: Weekly lessons. Twitter, Seesaw, Newsletter, and website.</p>	<p>Listen and appraise a piece of music/song</p> <p>Find the pulse in music they are listening to.</p> <p>Name instruments they can hear</p> <p>Copy and clap back rhythms</p> <p>Know that pitch is high and low</p> <p>Rap and sing songs</p> <p>Take part in a class performance and share thoughts and opinions.</p>
Year 2		<p>Ho Ho Ho</p>	<p>Christmas. Literacy - Christmas vocabulary</p> <p>Historical context of musical styles.</p>	<p>Knowledge Organisers: Weekly lessons. Twitter, Seesaw, Newsletter, and website.</p>	<p>Find the pulse</p> <p>Clapping Rhythms</p> <p>Know pitch is high and low sounds. Playing instruments using up to three notes - G or G, A and B</p> <p>Rap and sing</p> <p>Improvise using words</p> <p>Perform and share/reflect</p>

Year 3		Glockenspiel 1	Basic instrumental skills by playing tunes in varying styles. Language of music, theory and composition.	Knowledge Organisers: Weekly lessons. Twitter, Seesaw and Tapestry posts. Newsletter and website.	Learn to play and read the notes C, D, E + F. Learn to play ten tunes Improvise with Dee Cee's Blues using the notes C + D. Compose using the notes C, D, E + Perform and share/reflect
Year 4		Glockenspiel 2	The language of music, theory and composition.	Knowledge Organisers: Weekly lessons. Twitter, Seesaw, Newsletter, and website.	Revise, play and read the notes C, D, E, F + G. Play the tunes: Mardi Gras, Groovin', Two-Way Radio, Flea Fly, Rigadoon and Mamma Mia Compose using the notes C, D, E, F + G. Reflect on their learning Perform and share
Year 5		Classroom Jazz 2	History of music – Jazz in its historical context.	Knowledge Organisers: Weekly lessons. Twitter, Seesaw, Newsletter, and website.	Listen and appraise a piece of music/song Know the history of jazz music. Describe the song's structure using correct vocabulary: Introduction tune, lead tune, lead repeated, improvisation. Identify the instruments/voices they can hear: Piano, bass, drums, glockenspiel Play instrumental parts with the music by ear using the notes G, A + B and D, E, G, A + B. Improvise in a Bossa Nova style using the notes G, A + B. Improvise in a swing style using the notes D, E, G, A + B. Reflect on their learning Perform and share
Year 6		Classroom Jazz 2	History of music - Jazz in its historical context	Knowledge Organisers: Weekly lessons. Twitter, Seesaw, Newsletter, and website.	Listen and appraise: Jazz Describe the style indicators they can hear Describe the structure of the song Identify instruments/voices they can hear Describe musical dimensions Play instrumental parts with the music by ear using the notes C, D, E, F, G, A, B + C. And C, B <sup>b</sup> , G, F + C Improvise using the notes C, D, E, F, G, A, B + C. Improvise in a Blues style using the notes C, B <sup>b</sup> , G, F + C. Reflect on their learning Perform and share

Cohort	Half term	Theme / Topic	Intent	Implementation	Impact
Year 1	Spring 1	In The Groove	Six styles of music (Blues, Latin, Folk, Funk, Baroque, Bhangra) that link to history, geography, countries and cultures. Ourselves. Historical context of musical styles.	Knowledge Organisers: Weekly lessons. Twitter, Seesaw, Newsletter, and website.	Children will be able to listen to and appraise 6 different styles of music. Children will be able to find the pulse, copy and clap back rhythms and create their own rhythms. Children will sing in different styles, Children will play one

					<p>or two notes on an instrument (C or Cand D), Children will improvise using the notes C and D.</p> <p>Children will compose a simple melody using simple rhythms, choosing from the notes C + D or C, D + E.</p> <p>Children will perform and share their thoughts and ideas to improve theirs and their peer's work.</p>
Year 2	I Wanna Play In A Band	Teamwork, working together. The Beatles. Historical context of musical styles.	Knowledge Organisers: Weekly lessons. Twitter, Seesaw, Newsletter, and website.	<p>Find and move to the pulse</p> <p>Copy and clap back rhythms</p> <p>Clap the rhythm of their name</p> <p>Clap the rhythm of their favourite food</p> <p>Make up their own rhythms</p> <p>Singing in different styles.</p> <p>Play instruments using up to three notes – F or D and C.</p> <p>Improvise using the notes F + G: Compose a simple melody using simple rhythms, choosing from the notes F + G or F, G + A.</p> <p>Perform and share</p>	
Year 3	Three Little Birds	Animals. Jamaica, poetry and the historical context of musical styles.	Knowledge Organisers: Weekly lessons. Twitter, Seesaw, Newsletter, and website.	<p>Listen and appraise: Reggae</p> <p>Talk about and identify the structure of a song using the correct vocabulary: Introduction, chorus, verse.</p> <p>Identify instruments/voices they can hear: Bass, drums, electric guitar, keyboard, organ, male and backing vocals.</p> <p>Find the pulse.</p> <p>Dance, clap, sway or march in time to the pulse.</p> <p>Play and copy back using up to 2 notes – C + D.</p> <p>Sing in unison.</p> <p>Play instrumental parts with the song by ear and/or from notation using up to 3 notes – C, D + E. Improvise using up to 3 notes – C, D + E.</p> <p>Compose a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, F + G.</p> <p>Reflect on their learning.</p> <p>Perform and share</p>	
Year 4	Stop!	Composition. Bullying.	Knowledge Organisers: Weekly lessons. Twitter, Seesaw, Newsletter, and website.	<p>Listen and appraise: Grime</p> <p>Identify and talk about the structure using the correct vocabulary: Introduction, rapped verses, and chorus.</p> <p>Identify instruments/voices they can hear: Digital/electronic sounds, turntables, synthesisers, drums.</p> <p>Find the pulse and move in time.</p> <p>Play and copy back using up to 2 notes – C + D.</p> <p>Sing and rap in unison and in parts. Compose their own rapped lyrics Reflection on their learning.</p> <p>Perform and share.</p>	
Year 5	Make You Feel My Love	Historical context of ballads.	Knowledge Organisers: Weekly lessons. Twitter, Seesaw, Newsletter, and website.	<p>Listen and appraise: Pop</p> <p>Identify and talk about structure using the correct vocabulary: Piano</p>	

					<p>introduction, verse, chorus, interlude, tag ending.</p> <p>Identify Instruments/voices they can hear: Strings, piano, guitar, bass, drums.</p> <p>Find the pulse as you are listening. Describe the tempo, dynamics and texture.</p> <p>Play and copy back using up to 3 notes – C, D + E.</p> <p>Sing in unison.</p> <p>Play instrumental parts with the song by ear and/or from notation using up to 3 notes – C, D + E.</p> <p>Improvise using up to 3 notes – C, D + E.</p> <p>Compose a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, F + G.</p> <p>Reflect on their learning</p> <p>Perform and share</p>
Year 6		Benjamin Britten – New Year Carol	Literacy and history, Britten100.org, <a href="http://www.fridayafternoons.co.uk">www.fridayafternoons.co.uk</a> . The historical context of Gospel music and Bhangra.	Knowledge Organisers: Weekly lessons. Twitter, Seesaw, Newsletter, and website.	<p>Listen and appraise:</p> <p>Identify and talk about the style indicators they can hear.</p> <p>Describe the structure using correct vocabulary.</p> <p>Identify the instruments/voices they can hear.</p> <p>Describe the musical dimensions of the piece.</p> <p>Talk about the mood and the story told through the song.</p> <p>Find the pulse.</p> <p>Identify and clap some of the rhythms used in the song.</p> <p>Learn and sing some musical phrases.</p> <p>Explore rhythm and pitch.</p> <p>Sing in unison.</p> <p>Sing the song in its original style and the Urban Gospel version. Reflect on their learning</p> <p>Perform and hare</p>

Cohort	Half term	Theme / Topic	Intent	Implementation	Impact
Year 1	Spring 2	Round And Round	Latin American style of music – Countries from around the world. Film music. Historical context of musical styles.	Knowledge Organisers: Weekly lessons. Twitter, Seesaw, Newsletter, and website.	<p>Find and move in time with the pulse</p> <p>Copy and clap back rhythms</p> <p>Clap the rhythm of their name</p> <p>Clap the rhythm of their favourite animal</p> <p>Make up their own rhythms</p> <p>Know pitch is high and low sounds. Sing and dance in time to the music.</p> <p>Playing instruments using up to three notes – D or D, F, C + D. Which part did you play?</p> <p>Improvise using the notes D + E:</p> <p>Perform and share with the class</p>
Year 2		Zootime	Animals, poetry and the historical context of musical styles.	Knowledge Organisers: Weekly lessons. Twitter, Seesaw, Newsletter, and website.	<p>Listen and appraise a piece of music</p> <p>Find and move to the pulse</p> <p>Clapping Rhythms</p> <p>Copy and clap back rhythms</p>

					<p>Clap the rhythm of their name</p> <p>Clap the rhythm of their favourite animal</p> <p>Make up their own rhythms</p> <p>Playing instruments using up to two notes – C or C + D.</p> <p>Improvise using the notes C + D:</p> <p>Clap and Improvise</p> <p>Sing, Play and Improvise</p> <p>Compose a simple melody using simple rhythms, choosing from the notes C + D or C, D + E.</p> <p>Perform and share</p>
Year 3	The Dragon Song	Friendship, kindness, acceptance, the environment, creativity.	Knowledge Organisers: Weekly lessons. Twitter, Seesaw, Newsletter, and website.	<p>Listen and appraise a piece of music/song.</p> <p>Talk about kindness, respect, friendship, acceptance and happiness.</p> <p>Identify the instruments/voices they can hear: Keyboard, drums, bass, a female singer</p> <p>Play and copy back using up to 3 notes – G + A.</p> <p>Sing in 2 parts.</p> <p>Play instrumental parts with the song by ear and/or from notation using up to 3 notes – G, A + B.</p> <p>Improvise using up to 3 notes – G, A + B.</p> <p>Compose a simple melody using simple rhythms choosing from the notes G, A + B or D, E, G, A + B. (Pentatonic scale) 3 –</p> <p>Perform and share</p>	
Year 4	Lean On Me	Gospel in its historical context e.g., from Beethoven to slavery, Elvis, Urban Gospel of Beyonce and choirs like the London Community Gospel Choir, Analysing performance.	Knowledge Organisers: Weekly lessons. Twitter, Seesaw, Newsletter, and website.	<p>Listen and appraise: Soul/Gospel Describe structure using correct vocabulary: Intro, verse 1, chorus, verse 2, bridge, chorus, bridge, verse 3, outro.</p> <p>Identify instruments/voices they can hear: Male vocal, backing vocal, piano, bass, drums, organ.</p> <p>Find and move in time to the pulse.</p> <p>Play and copy back using up to 2 notes – F + G.</p> <p>Sing in unison.</p> <p>Play instrumental parts with the song by ear and/or from notation using up to 4 notes – C, E, F + G. Which part did you play? Improvise using up to 3 notes – F, G + A.</p> <p>Compose a simple melody using simple rhythms choosing from the notes F, G + A or D, E, F, G + A. 3 –</p> <p>Perform and share</p>	
Year 5	The Fresh Prince Of Belair	Option to compose own rap or words to existing rap that could link to any topic, graffiti art, literacy, breakdancing, 80s hip hop culture. Historical context of musical styles.	Knowledge Organisers: Weekly lessons. Twitter, Seesaw, Newsletter, and website.	<p>Listen and appraise: Hip Hop</p> <p>Talk about structure using correct vocabulary: piano intro, interlude, chorus, tag ending</p> <p>Identify instruments/sounds they can hear: loops, samples, decks, scratching, drums, bass, synthesizer, rapper.</p>	

					<p>Find the pulse as they are listening. Describe tempo, dynamics and texture.          Play and copy back using up to 3 notes – D, E + F.          Sing and rap in unison.          Play instrumental parts with the song by ear and/or from notation using up to 3 notes – D, G + A.          Improvise using up to 3 notes – D, E + F.          Compose a simple melody using simple rhythms choosing from the notes D, E + F or D, E, F, G + A.          Reflect on their learning.          Know the 'style indicators' of Hip Hop          Perform and share to a class audience.</p>
Year 6		Music And Identity		<p>Knowledge Organisers:          Weekly lessons.          Twitter, Seesaw, Newsletter, and website.</p>	<p>Listen and appraise          Identify the style indicators they can hear.          Describe the structure          Identify instruments/voices can they hear.          Describe the musical dimensions. Play and copy back using up to 3 notes – A, G + E. Play instrumental parts with the song by ear and/or from notation using up to 4 notes – B, A + G and C, D, E + F.          Improvise using up to 3 notes – A, G + E.          Compose a simple melody using simple rhythms choosing from the notes E, G + A or E, G, A, C + D.          Reflect on their learning.          Perform and share</p>

Cohort	Half term	Theme / Topic	Intent	Implementation	Impact
Year 1	Summer 1	Your Imagination	Using Your imagination and creating your own lyrics.	<p>Knowledge Organisers:          Weekly lessons.          Twitter, Seesaw, Newsletter, and website.</p>	<p>Find the pulse.          Know pitch is high and low sounds.          Sing in time with the music          Play instruments using one or two notes:          C or C + G.          Improvise using the notes C + D: Compose a simple melody using simple rhythms choosing from the notes C + D or C, D + E.          Perform and share</p>
Year 2		Friendship Song	Friendship and being kind to one another.	<p>Knowledge Organisers:          Weekly lessons.          Twitter, Seesaw, Newsletter, and website.</p>	<p>Find the pulse          Clap the rhythm of their name          Clap the rhythm of their favourite colour          Make up their own rhythms          Sing in two-parts          Playing instruments using up to three notes – C or E and G.          Improvise using the notes C + D          Clap and Improvise          Sing, Play and Improvise          Compose a simple melody using simple rhythms,</p>

					choosing from the notes C + D or C, D or E. perform and share
Year 3		Bringing Us Together	Music unites us, friendship, kindness.	Knowledge Organisers: Weekly lessons. Twitter, Seesaw, Newsletter, and website.	Listen and appraise: Disco Find the pulse Identify instruments/voices they can hear keyboard, drums, bass, a female singer. Play and copy back using up to 3 notes – C + A. Sing in 2 parts. Play instrumental parts with the song by ear and/or from notation using up to 3 notes – C, A + G. Improvise using up to 2 notes – C + A. Compose a simple melody using simple rhythms choosing from the notes C, A + G or C, D, E, G + A. (Pentatonic scale) Perform and share/reflect
Year 4		Blackbird	Civil rights. The development of pop music.	Knowledge Organisers: Weekly lessons. Twitter, Seesaw, Newsletter, and website.	Listen and appraise: Pop Learn about equality, civil rights. Identify the instruments/voices you can hear: Solo male vocals in the verses, another male vocal in the choruses, acoustic guitar, percussion, birdsong. Play and copy back using 2 notes – C + D. Sing in unison. Play instrumental parts with the song by ear and/or from notation using up to 3 notes – C, D + E. Compose a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, G + A (the pentatonic scale). Know the vocabulary: Acoustic guitar, percussion, birdsong, civil rights, racism, equality, pentatonic scale, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff. Perform and share/reflect
Year 5		Dancing In The Street	The history of music in context, listen to some Western Classical music and place music in their correct time and space. Consolidate the foundations of the language of music.	Knowledge Organisers: Weekly lessons. Twitter, Seesaw, Newsletter, and website.	Listen and appraise Talk about structure using vocabulary: introduction, verse, chorus, bridge. Identify instruments/voices they can hear- Female voice and female backing vocals, keyboard, drums, bass guitar, trumpet, trombone and saxophone. Find the pulse as they are listening. Talk about tempo, dynamics and texture Play and copy back using up to 3 notes – F, G + A. Sing in unison. And with backing vocals Play instrumental parts with the song by ear and/or from notation using up to 2 notes – F + G (complex rhythms). Improvise using up to 3 notes – D, E + F.

					Compose a simple melody using simple rhythms choosing from the notes C, D, E, F + G. Know the 'style indicators' of Motown? Perform & Share
Year 6		You've Got A Friend	Her importance as a female composer in the world of popular music.	Knowledge Organisers: Weekly lessons. Twitter, Seesaw, Newsletter, and website.	Listen & Appraise music from four different inspirational female artists Write their own music using 'Music and Me' ('Identity') as their theme. F Interview each other Perform, Share and Present

Cohort	Half term	Theme / Topic	Intent	Implementation	Impact
Year 1	Summer 2	Reflect, Rewind and Replay	Roots and Fruits Link: British Values: Any key questions? Think about the history of music and place the music from the units you have worked through, in their correct time and space.	Knowledge Organisers: Weekly lessons. Twitter, Seesaw, Newsletter, and website.	Listen and Appraise Classical music Continue to embed the foundations of the interrelated dimensions of music using voices and instruments Singing Play instruments within the song Improvisation using voices and instruments Composition Share and perform the learning that has taken place
Year 2		Reflect, Rewind And Replay	Think about the history of music in context, listen to some Western Classical music and place the music in the correct time and space. Consolidate the language of the foundations of music.	Knowledge Organisers: Weekly lessons. Twitter, Seesaw, Newsletter, and website.	Listen and Appraise Classical music Continue to embed the foundations of the interrelated dimensions of music using voices and instruments Singing Play instruments within the song Improvisation using voices and instruments Composition Share and perform the learning that has taken place
Year 3		Reflect And Replay, Rewind	History of music in context, listen to Western Classical music, place music in the correct time and space. Consolidate the foundations of the language of music.	Knowledge Organisers: Weekly lessons. Twitter, Seesaw, Newsletter, and website.	Listen and Appraise Classical music Continue to embed the foundations of the interrelated dimensions of music using voices and instruments Singing Play instruments within the song Improvisation using voices and instruments Composition Share and perform the learning that has taken place
Year 4		Reflect, Rewind And Replay	Think about history of music in context, listen to Western Classical Music and place music in correct time and space. Consolidate the foundations of the language of music.	Knowledge Organisers: Weekly lessons. Twitter, Seesaw, Newsletter, and website.	Listen and Appraise Classical music Continue to embed the foundations of the interrelated dimensions of music using voices and instruments Singing Play instruments within the song Improvisation using voices and instruments Composition Share and perform the learning that has taken place

Year 5	Reflect, Rewind And Replay	Think about the history of music in context, listen to Western Classical music, place music in their correct time and space. Consolidate the foundations of the language of music.	Knowledge Organisers: Weekly lessons. Twitter, Seesaw, Newsletter, and website.	Listen and Appraise Classical music Continue to embed the foundations of the interrelated dimensions of music using voices and instruments Singing Play instruments within the song Improvisation using voices and instruments Composition Share and perform the learning that has taken place
Year 6	Reflect, Rewind and Replay	Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.	Knowledge Organisers: Weekly lessons. Twitter, Seesaw, Newsletter, and website.	Listen and Appraise Classical music Continue to embed the foundations of the interrelated dimensions of music using voices and instruments Singing Play instruments within the song Improvisation using voices and instruments Composition Share and perform the learning that has taken place

## Implementation.

Music is taught weekly or in blocks throughout the school from Early Years to Key Stage 2 following the Charanga Music School Scheme of Work. The Charanga Music School Scheme of work ensures consistency and progression in music skills throughout the school, so that all pupils receive a quality and focussed music curriculum. Charanga provides a classroom-based, participatory and inclusive approach to music learning. Throughout the scheme, children are actively involved in using and developing their singing voices, using body percussion and whole-body actions, and learning to handle and play classroom instruments effectively to create and express their own and others' music. Through a range of whole class, group and individual activities, children have opportunities to explore sounds, listen actively, compose and perform. Charanga includes many examples of music styles and genres from different times and places. These are explored through the language of music via active listening, performing and composing activities, which enable understanding of the context and genre.

Music lessons follow a specific learning sequence:

- Listen and Appraise
- Musical Activities (including pulse and rhythm)
- Singing and Voice
- Playing Instruments
- Improvisation/Composition
- Perform and Share

## Impact

Outcomes on Twitter, Seesaw and Tapestry posts, evidence a broad and balanced Music curriculum and demonstrate the pupils' acquisition of knowledge. By the end of Key stage 2 Pupils should be able to sing and play musically with increasing confidence and control. They should have developed an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. They will be able to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. They can improvise and compose music for a range of purposes using the inter-related dimensions of music. They listen with attention to detail and recall sounds with increasing aural

memory. Pupils use and understand staff and other musical notations. They appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Pupils will have developed an understanding of the history of music.

## British Values and our Christian Distinctiveness.

As a school, we value the diverse ethnic backgrounds of all pupils and families and undertake a variety of events and lessons to celebrate these. We have found this approach to be enriching for all parties, as it teaches tolerance, compassion and respect for the differences in our community and the wider world. Our teaching of the British Values of tolerance, individual liberty, mutual respect, the rule of law and democracy are underpinned by our Music curriculum themes. Our music teaching promotes the fundamental British values by introducing children to songs from different cultures, their singers and composers. For example, in Year 2 the children learn about South Africa, Nelson Mandela and Freedom Songs, in Year 3 children learn through music about friendship, being kind to one another, respect, accepting everybody, peace, hope and unity. In Year 4 one of the units is about Civil Rights.

UHPS is a Rights Respecting School and our music teaching reflects this through Article 29 'Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.' And Article 31 'Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.'

Our music curriculum promotes our Christian distinctiveness through the songs and hymns we sing in worship and at Church to celebrate Christmas and Easter and events such as Remembrance Day. We choose songs that promote our school values and have messages of love, kindness, tolerance and respect.

## Early Years

Cohort	Half term	Theme / Topic	Intent	Implementation	Impact
Reception	Autumn 1	Me!	<p>Listening and responding to different styles of music</p> <p>Embedding foundations of the interrelated dimensions of music</p> <p>Learning to sing or sing along with nursery rhymes and action songs</p> <p>Improvising leading to playing classroom instruments</p> <p>Share and perform the learning that has taken place</p>	<p>Learn to sing nursery rhymes and action songs:</p> <ul style="list-style-type: none"> <li>▪ Pat-a-cake</li> <li>▪ 1, 2, 3, 4, 5, Once I Caught A Fish Alive</li> <li>▪ This Old Man</li> <li>▪ Five Little Ducks</li> <li>▪ Name Song</li> <li>▪ Things For Fingers</li> </ul> <p>Cross-curricular and topic-based focus</p> <ul style="list-style-type: none"> <li>▪ growing</li> <li>▪ homes</li> <li>▪ colour</li> <li>▪ toys</li> <li>▪ how I look</li> </ul>	<p><b>Expressive arts and design: Exploring and using media and materials</b></p> <ul style="list-style-type: none"> <li>• Begins to build a repertoire of songs and dances.</li> <li>• Explores the different sounds of instruments.</li> </ul> <p><b>Early Learning Goal</b></p> <p>Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>
	Autumn 2	My Stories	<p>Listening and responding to different styles of music</p> <p>Embedding foundations of the interrelated dimensions of music</p> <p>Learning to sing or sing along with nursery rhymes and action songs</p> <p>Improvising leading to playing classroom instruments</p> <p>Share and perform the learning that has taken place</p>	<p>Learn to sing nursery rhymes and action songs:</p> <ul style="list-style-type: none"> <li>▪ I'm A Little Teapot</li> <li>▪ The Grand Old Duke Of York</li> <li>▪ Ring O' Roses</li> <li>▪ Hickory Dickory Dock</li> <li>▪ Not Too Difficult</li> <li>▪ The ABC Song</li> </ul> <p>Cross-curricular and topic-based focus</p> <ul style="list-style-type: none"> <li>▪ Using your imagination</li> <li>▪ Christmas</li> <li>▪ Festivals</li> <li>▪ Fairies</li> <li>▪ Pirates</li> <li>▪ Treasure</li> </ul>	<p><b>Expressive arts and design: Being Imaginative</b></p> <ul style="list-style-type: none"> <li>• Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</li> <li>• Create simple representations of events, people and objects.</li> <li>• Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</li> </ul> <p><b>Early Learning Goal</b></p>

				<ul style="list-style-type: none"> <li>▪ Superheroes</li> <li>▪ Let's Pretend</li> <li>▪ Once upon a time</li> </ul>	Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.
Spring 1	Everyone!	<p>Listening and responding to different styles of music</p> <p>Embedding foundations of the interrelated dimensions of music</p> <p>Learning to sing or sing along with nursery rhymes and action songs</p> <p>Improvising leading to playing classroom instruments</p> <p>Singing and learning to play instruments within a song</p> <p>Share and perform the learning that has taken place</p>	<p>Learn to sing nursery rhymes and action songs:</p> <ul style="list-style-type: none"> <li>▪ Wind The Bobbin Up</li> <li>▪ Rock-a-bye Baby</li> <li>▪ Five Little Monkeys Jumping On The Bed</li> <li>▪ Twinkle Twinkle And You Know It</li> <li>▪ Head, Shoulders, Knees And Toes</li> </ul> <p>How this Unit is organised</p> <ul style="list-style-type: none"> <li>▪ <b>Listen and Respond</b> to a different style of music each week/step</li> <li>▪ <b>Explore and Create</b> - initially using voices only but building to using classroom instruments too</li> <li>▪ <b>Sing and play</b> - nursery rhymes and action songs - building to singing and playing</li> <li>▪ <b>Share and Perform</b></li> </ul>	<p><b>Personal, Social and Emotional Development: Self-confidence and self-awareness</b></p> <ul style="list-style-type: none"> <li>• Confident to speak to others about own needs, wants, interests and opinions.</li> <li>• Can describe self in positive terms and talk about abilities.</li> </ul> <p><b>Early Learning Goal</b> Children are confident to try new activities and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p><b>Communication and Language: Listening and attention</b></p> <ul style="list-style-type: none"> <li>• Maintains attention, concentrates and sits quietly during appropriate activity.</li> <li>• Two-channelled attention – can listen and do for short span. <b>Early Learning Goal</b> Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately.</li> </ul> <p><b>Communication and Language: Understanding</b></p> <ul style="list-style-type: none"> <li>• Responds to instructions involving a two-part sequence. Understands humour, e.g., nonsense rhymes, jokes.</li> <li>• Able to follow a story without pictures or props.</li> <li>• Listens and responds to ideas expressed by others in conversation or discussion.</li> </ul> <p><b>Early Learning Goal</b> Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	
Spring 2	Our World	<p>Musical learning focus</p> <ul style="list-style-type: none"> <li>▪ Listening and responding to different styles of music</li> <li>▪ Embedding foundations of the interrelated dimensions of music</li> <li>▪ Learning to sing or sing along with nursery rhymes and action songs</li> <li>▪ Improvising leading to playing classroom instruments</li> <li>▪ Singing and learning to play instruments within a song</li> <li>▪ Share and perform the learning that has taken place</li> </ul>	<p>Learn to sing nursery rhymes and action songs:</p> <ul style="list-style-type: none"> <li>▪ Old Macdonald</li> <li>▪ Incy Wincy Spider</li> <li>▪ Baa Baa Black Sheep</li> <li>▪ Row, Row, Row Your Boat</li> <li>▪ The Wheels On The Bus</li> <li>▪ The Hokey Cokey</li> </ul> <p>Cross-curricular and topic-based focus</p> <ul style="list-style-type: none"> <li>▪ Animals</li> <li>▪ Jungle</li> <li>▪ Minibeasts</li> <li>▪ Night and day</li> <li>▪ Sand and water</li> <li>▪ Seaside</li> <li>▪ Seasons</li> <li>▪ Weather</li> <li>▪ Sea</li> <li>▪ Space</li> </ul> <p>How this Unit is organised</p> <ul style="list-style-type: none"> <li>▪ <b>Listen and Respond</b> to a different style of music each week/step</li> <li>▪ <b>Explore and Create</b> - using voices and classroom instruments</li> <li>▪ <b>Sing and Play</b> - nursery rhymes and action songs</li> <li>▪ <b>Share and Perform</b></li> </ul>	<p><b>Communication and Language: Understanding</b></p> <ul style="list-style-type: none"> <li>• Responds to instructions involving a two-part sequence. Understands humour, e.g., nonsense rhymes, jokes.</li> <li>• Able to follow a story without pictures or props.</li> <li>• Listens and responds to ideas expressed by others in conversation or discussion.</li> </ul> <p><b>Early Learning Goal</b> Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	

Summer 1	Big Bear Funk	<p>Listening and appraising Funk music</p> <p>Embedding foundations of the interrelated dimensions of music using voices and instruments</p> <p>Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs</p> <p>Playing instruments within the song</p> <p>Improvisation using voices and instruments</p> <p>Riff-based composition</p> <p>Share and perform the learning that has taken place</p>	<ul style="list-style-type: none"> <li>▪ <b>Listen and appraise</b> a different piece of Funk music each week/step</li> <li>▪ <b>Explore and Create</b> using voices and classroom instruments</li> <li>▪ <b>Sing and Play</b> Big Bear Funk and revisit a selection of nursery rhymes and action songs</li> <li>▪ <b>Share and Perform</b></li> </ul>	<p><b>Physical Development: Moving and Handling</b></p> <ul style="list-style-type: none"> <li>•Handles tools, objects, construction and malleable materials safely and with increasing control.</li> </ul> <p><b>Early Learning Goal</b></p> <p>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p>
Summer 2	Reflect, Rewind and Replay	<p>Consolidate the learning that has occurred during the year. All the learning is focused around revisiting chosen nursery rhymes and/or songs, a context for the History of Music and the very beginnings of the Language of Music</p> <p>Listen and Appraise</p> <p>Continue to embed the foundations of the interrelated dimensions of music using voices and instruments</p> <p>Sing and revisit nursery rhymes and action songs</p> <p>Play instruments within the song</p> <p>Improvisation using voices and instruments</p> <p>Riff-based composition</p> <p>Share and perform the learning that has taken place</p>	<ul style="list-style-type: none"> <li>▪ <b>Listen and Appraise</b> a different piece of music each week/step</li> <li>▪ <b>Explore and Create</b> using voices and classroom instruments</li> <li>▪ <b>Sing and Play</b> by revisiting a selection of nursery rhymes and action songs</li> <li>▪ <b>Share and Perform</b></li> </ul>	

## Key Stage 1

In Key Stage 1, our Music curriculum provides our children with the opportunity to listen and respond to different styles of music; learn to sing or sing along with nursery rhymes and action songs; understand the basics of pulse, rhythm and pitch; improvise and play classroom percussion instruments; share and perform music.

In line with the National curriculum pupils are taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

## Key Stage 2

In Key Stage 2, our Music curriculum enables our children to listen to and appraise well known songs; play musical games to develop a deeper understanding of pulse, rhythm and pitch; explore duration, dynamics, tempo, timbre, texture, structure and musical notations; sing songs and melodies with greater musical understanding; learn to play classroom tuned instruments; improvise and make up own rhythmic patterns that lead to melodies; compose own tunes and melodies; record own compositions; practise, rehearse and perform in front of an audience.

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

In line with the National curriculum pupils are taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music □ listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians □ develop an understanding of the history of music.

## Assessment

As music is a practical subject, assessment may be done by focussing on a small group at a time on certain tasks or skills, observing the children, discussing their work or self/group/teacher evaluation against criteria from the National Curriculum programmes of study and end of year expectations. Music assessment is ongoing to inform teachers with their planning, lesson activities and differentiation. Summative assessment is completed at the end of each unit to inform leaders of the improvements or skills that still need to be embedded. Assessments are recorded termly onto Insight.

We measure the impact of our curriculum through the following methods:

- Formative assessing of children's understanding of topic (including vocabulary) before, during and after a unit is taught through a range of methods
- Summative assessment, through the use of assessment activities in Charanga
- Images and videos of the children's practical learning
- Interviewing the pupils about their learning (pupil voice)
- **Annual reporting to parents**

We are committed to providing a teaching and learning environment which ensures that all children are able to progress with their learning, regardless of social class, gender, culture, race, or SEND. Teachers will use a range of strategies to ensure that all learners are included within a classroom ethos that is Relevant, Engaging, Aspirational, Creative and Holistic. (REACH)

## Subject Vocabulary

### Key Stage 1

Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophone, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination, bass, electric guitar, melody, dynamics, tempo, perform/performance, Reggae, glockenspiel.

### Lower Key Stage 2

Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, hook, riff, melody, solo, pentatonic scale, unison, patterns, musical

style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesisers, unison, by ear, notation, composition, backing vocals, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality, introduction, verse, chorus.

## Upper Key Stage 2

Rock, structure, pulse, rhythm, pitch, bridge, backbeat, amplifier, tempo, texture, dynamics, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, solo, Ballad, verse, interlude, tag, ending, strings, piano, guitar, bass, drums, melody, timbre, texture, style indicators, dimensions of music, Neo Soul, producer, groove, Motown, hook, ostinato, phrases, unison, Urban Gospel, gender, racism, rap, lyrics, turntablist, DJing, producer, Electronic and Acoustic music, style indicators.

## Links to Knowledge Organisers

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6