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HECKINGTON ST. ANDREW'S C OF E PRIMARY SCHOOL



MUSIC CURRICULUM AND PROGRESSION DOCUMENTS



Intent

The **National Curriculum** underpins our curriculum. Through learning in music, our pupils will develop a passion for music, recognise the **creativity** and imagination that exists within it, and describe how music impacts on their life. They will have an **understanding** of the fundamentals of learning to play instruments. They will learn about the importance of music across and between **cultures**. They will explore their own **creativity** and imagination, inspired by recognised musicians. They will be able to share their compositions with others, improving work through listening to constructive critique. They will learn how to evaluate the music made by others.

Implementation

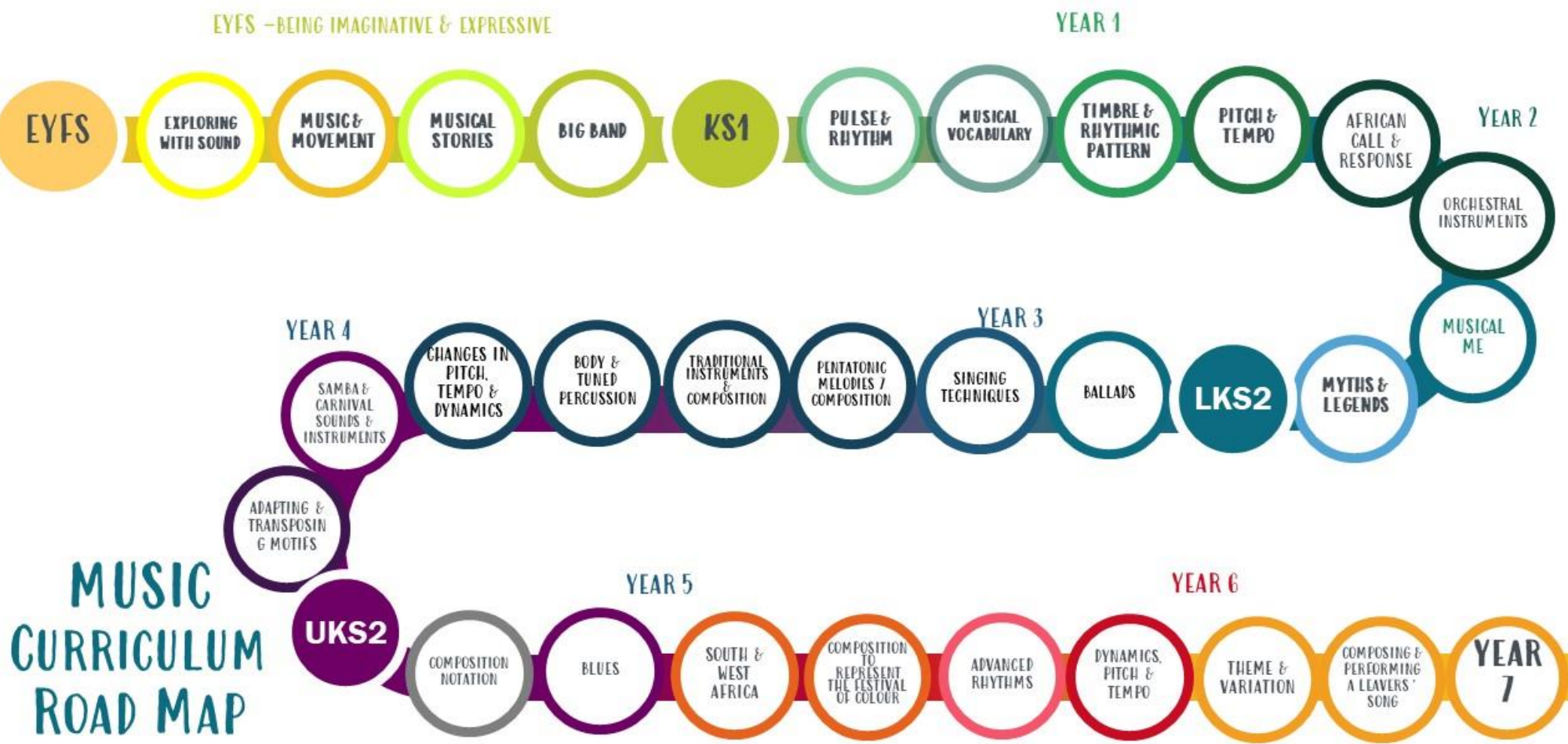
Teachers use our progression documents to plan weekly discrete lessons, underpinned by the Kapow Primary scheme of work which has been designed as a spiral curriculum with the following key principles in mind:

- ✓ Cyclical: Pupils return to the same skills and knowledge again and again during their time in primary school.
- ✓ Increasing depth: Each time a skill or area of knowledge is revisited it is covered with greater depth.
- ✓ Prior knowledge: Upon returning to a skill, prior knowledge is utilised so pupils can build upon previous foundations, rather than starting again.

Learning in music is practical, and teachers make use of the range of instruments when learning how to play instruments, and when composing. They make use of recorded music, using recommended pieces, as well as introducing other pieces that they feel are appropriate to the intended outcomes. Teachers adapt provision to meet the needs of individual pupils, including planning challenges for those who are learning music beyond the school's curriculum. The subject leader provides guidance to teachers to support those with significant needs.

The teaching of music is further enhanced by our involvement with the Lincolnshire Music Service, where all pupils have the opportunity to learn to play a musical instrument and pupils in Year 4 have a term of whole class instrument tuition. In EYFS they take part in the Infant Music Programme (IMP) delivered by the Lincolnshire Music Service. Expert musicians from the music service provide this teaching, with the class teacher actively involved in all sessions.

The following pages set out the content of the music curriculum at our school including our progression documents for key knowledge, process knowledge (skills) and vocabulary.



MUSIC CURRICULUM ROAD MAP



Our music curriculum is based on the Kapow Primary schemes of work and are split into four strands, with one over-arching strand:



Each unit contains five lessons which are taught in sequential order, to ensure that knowledge and process knowledge builds across a unit and across year groups.

EYFS Unit	Early years outcomes: Prime Areas Development Matters 2021 statements Early Learning Goals	Early years outcomes: Specific Areas Development Matters 2021 statements Early Learning Goals
Celebration Music	<p style="text-align: center;">Communication and Language</p> <ul style="list-style-type: none"> -Listen carefully to rhymes and songs, paying attention to how they sound. -Learn rhymes, poems and songs. 	<p style="text-align: center;">Understanding the World</p> <ul style="list-style-type: none"> -Recognise that people have different beliefs and celebrate special times in different way. <p style="text-align: center;">Expressive Arts and Design</p> <ul style="list-style-type: none"> -Listen attentively, move to and talk about music, expressing their feelings and responses. -Watch and talk about dance and performance art, 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. <p>-ELG: Being Imaginative and Expressive> Sing a range of well-known nursery rhymes and songs.</p> <p>-ELG: Being Imaginative and Expressive> Perform songs, rhymes, poems and stories with others, and- when appropriate - try to move in time with music.</p>

Exploring sound	<p align="center">Communication and Language</p> <ul style="list-style-type: none"> -Understand how to listen carefully and why listening is important. -Listen to and talk about stories to build familiarity and understanding. -ELG: Listening, Attention and Understanding> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. 	<p align="center">Understanding the World</p> <ul style="list-style-type: none"> -Explore the natural world around them <p align="center">Expressive Arts and Design</p> <ul style="list-style-type: none"> -Listen attentively, move to and talk about music, expressing their feelings and responses. -Explore and engage in music making and dance, performing solo or in groups.
Music and Movement	<p align="center">Personal, Social and Emotional Development</p> <ul style="list-style-type: none"> -Think about the perspectives of others. 	<p align="center">Expressive Arts and Design</p> <ul style="list-style-type: none"> -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. -ELG: Being Imaginative and Expressive> Sing a range of well-known nursery rhymes and songs. -ELG: Being Imaginative and Expressive> Perform songs, rhymes, poems and stories with others, and- when appropriate - try to move in time with music.
Musical Stories	<p align="center">Communication and Language</p> <ul style="list-style-type: none"> -Learn new vocabulary. -Listen to and talk about stories to build familiarity and understanding. -Retell the story, once they have developed a deep familiarity and understanding. -Listen carefully to rhymes and songs, paying attention to how they sound. -Learn rhymes, poems and songs. 	<p align="center">Expressive Arts and Design</p> <ul style="list-style-type: none"> -Explore, use and refine a variety of artistic effects to express their ideas and feelings. -Create collaboratively sharing ideas, resources and skills. -Listen attentively, move to and talk about music, expressing their feelings and responses. -Explore and engage in music making and dance, performing solo or in groups. -ELG: Being Imaginative and Expressive> Perform songs, rhymes, poems and stories with others, and- when appropriate - try to move in time with music

KS1 National Curriculum Music subject content You may observe that a child:	Music Strands	Units of Work	
		Y1	Y2
Use their voices expressively and creatively by singing songs and speaking chants and rhymes	<div style="background-color: #4a7ebb; color: white; padding: 2px; text-align: center; margin-bottom: 5px;">Performing</div> <div style="background-color: #808080; color: white; padding: 2px; text-align: center; font-size: small;">Inter-related dimensions of music</div>	Pulse and Rhythm Timbre and rhythmic pattern Pitch and tempo	Musical Me African Call and Response Song
Play tuned and untuned instruments musically	<div style="background-color: #4a7ebb; color: white; padding: 2px; text-align: center; margin-bottom: 5px;">Performing</div> <div style="background-color: #808080; color: white; padding: 2px; text-align: center; font-size: small;">Inter-related dimensions of music</div>	Pulse and Rhythm Musical Vocabulary Timbre and rhythmic pattern Pitch and tempo	Musical Me Orchestral Instruments African Call and Response Song Myths and Legends
Listen with concentration and understanding to a range of high-quality live and recorded music	<div style="background-color: #ff8c00; color: white; padding: 2px; text-align: center; margin-bottom: 5px;">Listening</div> <div style="background-color: #808080; color: white; padding: 2px; text-align: center; font-size: small;">Inter-related dimensions of music</div>	Pulse and Rhythm Musical Vocabulary Timbre and rhythmic pattern Pitch and tempo	Musical Me Orchestral Instruments African Call and Response Song Myths and Legends
Experiment with, create, select and combine sounds using the inter-related dimensions of music	<div style="background-color: #ff0066; color: white; padding: 2px; text-align: center; margin-bottom: 5px;">Composing</div> <div style="background-color: #808080; color: white; padding: 2px; text-align: center; font-size: small;">Inter-related dimensions of music</div>	Pulse and Rhythm Musical Vocabulary Timbre and rhythmic pattern Pitch and tempo	Musical Me Orchestral Instruments African Call and Response Song Myths and Legends

Lower KS2 National Curriculum Music subject content You may observe that a child:	Music Strands	Units of Work	
		Year 3	Year 4
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	<div style="background-color: #4a7ebb; color: white; padding: 2px; text-align: center;">Performing</div> <div style="background-color: #808080; color: white; padding: 2px; text-align: center;">Inter-related dimensions of music</div>	Ballads Developing singing technique Pentatonic melodies and composition Traditional instruments and composition	Body and tuned percussion Changes in pitch, dynamics and tempo Samba and carnival sounds and instruments Adapting and transposing motifs
Improvise and compose music for a range of purposes using the inter-related dimensions of music	<div style="background-color: #ff0066; color: white; padding: 2px; text-align: center;">Composing</div> <div style="background-color: #808080; color: white; padding: 2px; text-align: center;">Inter-related dimensions of music</div>	Ballads Developing singing technique Pentatonic melodies and composition Traditional instruments and composition	Body and tuned percussion Changes in pitch, dynamics and tempo Samba and carnival sounds and instruments Adapting and transposing motifs
Listen with attention to detail and recall sounds with increasing aural memory	<div style="background-color: #ff8c00; color: white; padding: 2px; text-align: center;">Listening</div> <div style="background-color: #808080; color: white; padding: 2px; text-align: center;">Inter-related dimensions of music</div>	Ballads Developing singing technique Pentatonic melodies and composition Traditional instruments and composition	Body and tuned percussion Changes in pitch, dynamics and tempo Samba and carnival sounds and instruments Adapting and transposing motifs
Use and understand staff and other musical notations	<div style="background-color: #4a7ebb; color: white; padding: 2px; text-align: center;">Performing</div> <div style="background-color: #ff0066; color: white; padding: 2px; text-align: center;">Composing</div> <div style="background-color: #808080; color: white; padding: 2px; text-align: center;">Inter-related dimensions of music</div>	Developing singing technique Pentatonic melodies and composition Traditional instruments and composition	Changes in pitch, dynamics and tempo Adapting and transposing motifs
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions	<div style="background-color: #00b0f0; color: white; padding: 2px; text-align: center;">History of music</div> <div style="background-color: #ff8c00; color: white; padding: 2px; text-align: center;">Listening</div>	Ballads Developing singing technique Pentatonic melodies and composition	Body and tuned percussion Changes in pitch, dynamics and tempo

and from great composers and musicians		Traditional instruments and composition	Samba and carnival sounds and instruments Adapting and transposing motifs
Develop an understanding of the history of music	<div style="background-color: #00AEEF; color: white; padding: 2px; text-align: center;">History of music</div> <div style="background-color: #666; color: white; padding: 2px; text-align: center;">Inter-related dimensions of music</div>	Traditional instruments and composition	Samba and carnival sounds and instruments

Upper KS2 National Curriculum Music subject content You may observe that a child:	Music Strands	Units of Work	
		Year 5	Year 6
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	<div style="background-color: #004A87; color: white; padding: 2px; text-align: center;">Performing</div> <div style="background-color: #666; color: white; padding: 2px; text-align: center;">Inter-related dimensions of music</div>	Composition notation Blues South and West Africa Composition to represent the festival of colour	Advanced rhythms Dynamics, pitch and texture Theme and variations Composing a leavers' song
Improvise and compose music for a range of purposes using the inter-related dimensions of music	<div style="background-color: #E91E63; color: white; padding: 2px; text-align: center;">Composing</div> <div style="background-color: #666; color: white; padding: 2px; text-align: center;">Inter-related dimensions of music</div>	Composition notation Blues South and West Africa Composition to represent the festival of colour	Advanced rhythms Dynamics, pitch and texture Theme and variations Composing a leavers' song
Listen with attention to detail and recall sounds with increasing aural memory	<div style="background-color: #FF9800; color: white; padding: 2px; text-align: center;">Listening</div> <div style="background-color: #666; color: white; padding: 2px; text-align: center;">Inter-related dimensions of music</div>	Composition notation Blues South and West Africa Composition to represent the festival of colour	Advanced rhythms Theme and variations Composing a leavers' song

<p>Use and understand staff and other musical notations</p>	<p>Performing</p> <p>Composing</p> <p>Inter-related dimensions of music</p>	<p>Composition notation</p> <p>Blues</p> <p>South and West Africa</p>	<p>Advanced rhythms</p> <p>Theme and variations</p>
<p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>History of music</p> <p>Listening</p>	<p>Composition notation</p> <p>Blues</p> <p>South and West Africa</p> <p>Composition to represent the festival of colour</p>	<p>Advanced rhythms</p> <p>Dynamics, pitch and texture</p> <p>Theme and variations</p> <p>Composing a leavers' song</p>
<p>Develop an understanding of the history of music</p>	<p>History of music</p> <p>Inter-related dimensions of music</p>	<p>Blues</p> <p>South and West Africa</p>	<p>Advanced rhythms</p> <p>Theme and variations</p>



Overview of Units by Year Group

EYFS

	Unit description The children will be...	Curriculum coverage The key strands are:	In this unit, the children will be...	Characteristics of effective learning
Celebration music	Exploring music from around the world through focusing on winter celebrations. Listening to music, experimenting with playing percussion instruments and moving to music.	Performing Listening Inter-related dimensions of music	Singing short songs from memory, adding simple dynamics. Using un-tuned instruments to play alongside and in response to different types of music. Listening to and commenting on the descriptive features of music. Responding expressively to music using your body. Responding to music through expressive and appropriate movement.	✓ Playing and Exploring
Key knowledge from this unit: <ul style="list-style-type: none"> • I know that there are special songs we can sing to celebrate events. • I know that my voice or an instrument can match an action in a song. • I know that moving to music can be part of a celebration • I know that different sounds can be long or short. • I know that music is "fast" or "slow". 				
Exploring sound	Introducing the concept of sounds and different types of sound. Listening to and differentiating between 5 different types of sounds, from voice sounds to environmental sounds.	Performing Listening Inter-related dimensions of music	Clapping and playing in time to the pulse. Playing simple rhythms on an instrument. Using bodies, voices, un-tuned instruments and natural objects to create sound. Responding to a sound by likening it to a character, animal or familiar environmental sound. Recognising familiar sounds.	✓ Playing and Exploring ✓ Creating and Thinking Critically
Key knowledge from this unit: <ul style="list-style-type: none"> • I know how to listen carefully and talk about what I hear. • I know that sounds can be copied by my voice, body percussion and instruments. • I know that instruments can be played loudly or softly • I know that music often has more than one instrument being played at a time. 				

Music and movement	Listening and responding to music, representing sounds and songs using their bodies and props. Responding to familiar songs through singing and the use of actions. Culminates in a final performance.	Performing Listening Inter-related dimensions of music	Singing short songs from memory, adding simple dynamics. Responding expressively to music using your body. Responding to music through expressive and appropriate movement.	✓ Playing and Exploring ✓ Active Learning ✓ Creating and Thinking Critically
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Key knowledge from this unit:

- I know that the beat is the steady pulse of a song.
- I know that tempo is the speed of the music.
- I know that we can match our body movements to the speed (tempo) or pulse (beat) of music.
- I know that signals can tell us when to start or stop playing.

Musical stories	Learning how music can influence our feelings and emotions through a series of lessons linked to familiar stories. Exploring pitch, tempo and instrumental sounds, along with composition. Culminates in a final performance.	Performing Listening Composing Inter-related dimensions of music	Playing simple patterns on untuned instruments incorporating high/low (pitch) and fast/slow (tempo). Playing instruments expressively. Listening to and commenting on the descriptive features of music. Selecting appropriate instruments to create an intended effect, using dynamics and tempo to add interest. Creating and selecting appropriate sounds to tell a story.	✓ Playing and Exploring ✓ Active Learning ✓ Creating and Thinking Critically
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Key knowledge from this unit:

- I know that a piece of music can tell a story with sounds.
- I know that different instruments can sound like a particular character.
- I know what “high” and “low” notes are.

YEAR 1

Unit	Unit description The children will be...	Curriculum coverage The key strands are:	In this unit, the children will be...
Autumn 1: Pulse & Rhythm: All About me	Getting to know one another through games and activities designed to introduce pupils to the musical concepts of pulse and rhythm.	Performing Listening Composing Inter-related dimensions of music	Lesson 1: learning how to feel the pulse in music and experiment with percussion instruments Lesson 2: learning how to play rhythms on untuned instruments to deepen their knowledge of pulse and rhythm Lesson 3: learning to develop their “thinking voice” by internalising the pulse when listening to music Lesson 4: learning to listen out for rhythms through the “call and response” method and then repeating them. Lesson 5: learning to identify the pulse in several songs and then practising performing either the pulse or rhythm to highlight the difference between the two.

Key knowledge from this unit:

- I know that rhythm means a pattern of long and short notes.
- I know that pulse is the steady beat that goes through music
- I know that the pulse of music can get faster or slower.
- I know that a piece of music can have more than one section, e.g. a verse and a chorus

Spring 1: Musical Vocabulary – Under the Sea	Journeying under the ocean to explore key musical vocabulary related to the inter-dimensional elements of music.	Performing Listening Composing Inter-related dimensions of music	Lesson 1: learning to use pulse and tempo to tell a story about a brush with sharks Lesson 2: learning to use timbre and dynamics to represent an aquarium filled with different fish Lesson 3: learning about pitch and rhythm by adding a new character to the underwater piece Lesson 4: learning to use layering to imitate the different textures of a coral reef Lesson 5: consolidating understanding of the key musical vocabulary from the unit.
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Key knowledge from this unit:

- I know that pitch means how high or low a note sounds.

- I know I know that “timbre” means the quality of a sound; e.g. that different instruments would sound different playing a note of the same pitch.
- I know that music has layers called “texture”.

<p>Spring 2: Timbre and rhythmic patterns: Fairy Tales</p>	<p>Introducing the concept of timbre, creating sounds to represent characters and key events in a story. Exploring dynamics through untuned percussion and creating rhythmic patterns to tell a fairy tale.</p>	<p>Performing Listening Composing Inter-related dimensions of music</p>	<p>Lesson 1: exploring timbre by creating different character voices for the story of “The Three Little Pigs” Lesson 2: building on their understanding of timbre by carefully selecting and playing appropriate instruments to help tell the story of “The Three Little Pigs” Lesson 3: learning to clap the syllables of given words and phrases to create rhythmic patterns and phrases to tell and perform a story Lesson 4: learning to use timbre to represent different characters in a song from “Peter and the Wolf” Lesson 5: showcasing their work by using untuned percussion instruments in a class performance of “The Three Little Pigs” with the focus on keeping the pulse and the rhythm.</p>
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- Key knowledge from this unit:**
- I know that an instrument or rhythm pattern can represent a character in a story.
 - I know that my voice can create different timbres to help tell a story.
 - I know that Sergei Prokofiev wrote Peter and the Wolf for children in 1936.

<p>Summer 1: Pitch and Tempo: Superheroes</p>	<p>Learning to identify changes in pitch and tempo and using these within music before composing superhero theme tunes with instruments.</p>	<p>Performing Listening Composing Inter-related dimensions of music</p>	<p>Lesson 1: introduced to the concept of pitch and learn how to recognise high and low sounds in a superhero theme tune Lesson 2: using their understanding of pitch to create a simple superhero theme tune using low and high notes. Lesson 3: developing their superhero theme tunes by adding tempo changes to make them sound more exciting. Lesson 4: considering the features of superhero theme tunes to work in groups to create their own superhero compositions. Lesson 5: performing their theme tune compositions and giving feedback to their peers commenting on the pitch and tempo of their pieces.</p>
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- Key knowledge from this unit:**
- I know that tempo can be used to represent mood or help tell a story.
 - I know that “tuned” instruments play more than one pitch of notes.
 - I know that following a leader when we perform helps everyone play together accurately.

YEAR 2

Unit	Unit description The children will be...	Curriculum coverage The key strands are:	In this unit, the children will be...
Autumn 1: African call and response song: Animals	Using instruments to represent animals, copying rhythms, reading simple notation and learning a traditional African call and response song, before creating their own call and response rhythms.	Performing Listening Composing Inter-related dimensions of music	Lesson 1: using instruments to replicate the sounds of African animals experimenting with the variations in timbre. Lesson 2: using voices to imitate the sounds of the animals, learning to clap back animal rhythms in time to the music. Lesson 3: learning a “call and response” structure, singing the response and learning a traditional African call and response song “Che Che Kule”. Lesson 4: learning to give a response to calls using an instrument. They then work together to invent their own animal call and responses, recording their notations. Lesson 5: using musical instruments to play their call and response songs from Lesson 4, focusing on improving the sounds they make by varying the dynamics, finishing the lesson by performing to their peers.
Key knowledge from this unit: <ul style="list-style-type: none"> • I know that dynamics can change the effects a sound has on the audience. • I know that the long and short sounds of a spoken phrase can be represented by a rhythm. • I know that structure means the organisation of sounds within music, e.g. a chorus and verse pattern in a song • I know that the tempo of a musical phrase can be changed to achieve a different effect • I know that an instrument can be matched to an animal noise based on its timbre. 			
Spring 1: Orchestral Instruments: Traditional Stories	Journeying under the ocean to explore key musical vocabulary related to the inter-dimensional elements of music.	Performing Listening Composing Inter-related dimensions of music	Lesson 1: learning to use pulse and tempo to tell a story about a brush with sharks Lesson 2: learning to use timbre and dynamics to represent an aquarium filled with different fish Lesson 3: learning about pitch and rhythm by adding a new character to the underwater piece Lesson 4: learning to use layering to imitate the different textures of a coral reef Lesson 5: consolidating understanding of the key musical vocabulary from the unit.

Key knowledge from this unit:

- I know that musical instruments can be used to create “real life” sound effects.
- I know that woodwind instruments, like flutes, are played by blowing air into or across a mouthpiece.
- I know that stringed instruments, like violins, make a sound when their string vibrate.
- I know that a brass instrument is played by vibrating your lips against the mouthpiece.
- I know that some tuned instruments have a lower range of pitches, and some have higher range of pitches.

<p>Spring 2: Musical Me: singing and playing a song</p>	<p>Learning to sing and play the song ‘Once a Man Fell in a Well’ using tuned percussion; adding sound effects, experimenting with timbre and dynamics and using letter notation to write a melody.</p>	<p>Performing Listening Composing Inter-related dimensions of music</p>	<p>Lesson 1: learning to sing “One man fell in a well” and use untuned percussion instruments to play the pulse and imitate specific words from the song Lesson 2: beginning to understand that all instruments have their own unique “timbre” and that composers use this and dynamics to show different emotions in their music. Lesson 3: learning that music notation is used to record the names of the notes and the order in which they are to be played. Children then learn to use this understanding to play a song using tuned percussion instruments and practice performing in time as a class. Lesson 4: learning to create a melody of their own, first making up their music, and then writing it down using letter-name notation. Lesson 5: learning to work in a group to compose a piece of music that uses dynamics and timbre to reflect emotions.</p>
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Key knowledge from this unit:

- I know that “melody” means a tune.
- I know that “notation” means writing music down so that someone else can play it.
- I know that “accompaniment” can mean playing instruments along with a song.
- I now that a melody is made up from high and low pitched notes played one after the other, making a tune.

<p>Summer 1: Myths and legends</p>	<p>Listening to music composed to tell stories from famous myths and legends, children develop their understanding of musical language and how timbre, dynamics and tempo affect the mood of a song.</p>	<p>Performing Listening Composing Inter-related dimensions of music</p>	<p>Lesson 1: learning to create rhythms and put them into an order, or structure, to tell the story of St George and the Dragon Lesson 2: learning to identify the structure of a piece of music by listening to a piece of music about King Arthur. Lesson 3: learning to identify different layers within a piece of music, based on the myth of Orpheus and Euridice, and then show these layers on a graphic score. Lesson 4: learning to work in a group to compose a piece of music with a given structure and create a written score for their piece. Lesson 5: rehearsing and performing their compositions, learning to perform as a group and to follow their graphic scores accurately.</p>
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Key knowledge from this unit:

- I know that a graphic score can show a picture of the structure of music.
- I know that a graphic score can show a picture of the layers, or “texture” of a piece of music.
- I know that “Tingtagel” is an example of a symphonic poem written by Arthur Bax in 1917.

YEAR 3

Unit	Unit description The children will be...	Curriculum coverage The key strands are:	In this unit, the children will be...
Autumn 1: Ballads	Listening to examples of ballads, developing understanding of ballads as a form of storytelling, and writing lyrics for their own ballad in response to an animation.	Performing Listening Composing Inter-related dimensions of music	Lesson 1: listening to and learning to identify the features of a ballad, understanding that ballads tell a story through song. Lesson 2: learning to sing the song “Space Oddity” and consider how best to convey the emotions of the different parts of the story. Lesson 3: learning to pick out and note down the key parts of the story of a short animation in preparation for writing their own lyrics. Lesson 4: learning to write lyrics to tell a story, including a class chorus and a verse written as a group which focusses on specific parts of the animated story. Lesson 5: performing their ballad, using a backing track and actions.
Key knowledge from this unit: <ul style="list-style-type: none"> • I know that a ballad tells a story through song. • I know that lyrics are the words of a song • I know that in a ballad, the word “stanza” is a verse. 			
Autumn 2: Developing singing techniques: The Vikings	Developing singing skills in this History-themed topic and learning to recognise staff notation.	Performing Listening Composing Inter-related dimensions of music	Lesson 1: learning to sing Viking themed vocal warm ups and learning the song “Dragon Ships” through call and response. Lesson 2: developing their singing technique and adding actions to the “Dragon Ships” song to help them remember the lyrics and keep in time. Lesson 3: learning to use Viking-themed phrases to learn new rhythms, develop their understanding of stave notation, and learning to recognise note names by sight and sound.

			<p>Lesson 4: experimenting with order of known rhythms to create their own Viking song, adding instrumental effects.</p> <p>Lesson 5: performing the “Dragon Ships” song and each group’s Viking Battle Song then evaluating each other’s performance and discuss what they could do better next time.</p>
<p>Key knowledge from this unit:</p> <ul style="list-style-type: none"> • I know that the group of pitches in a song is called its “key” and a key decides whether a song sounds happy or sad. • I know that different notes have different durations, and that crotchets are worth one whole beat. • I know that “reading” music means using how the written note symbols look and their position to know what notes to play. • I know that written music tells you how long to play a note for. 			
<p>Spring 1: Pentatonic Melodies: Chinese New Year</p>	<p>Listening to the story of Chinese New Year. Revising key musical terminology, playing and creating pentatonic melodies and composing a piece of music as a group using layered melodies.</p>	<p>Performing Listening Composing The History of Music Inter-related dimensions of music</p>	<p>Lesson 1: learning to dance to music traditionally used to celebrate the festival of Chinese New Year, moving in response to the musical elements: crescendo, tempo and duration.</p> <p>Lesson 2: learning that the pentatonic scale is a five-note scale, using a tuned percussion instrument to play the scale together as a class and then in pairs.</p> <p>Lesson 3: learning that the pentatonic scale is a five-note scale, using a tuned percussion instrument to play the scale together as a class and then in pairs.</p> <p>Lesson 4: creating a piece of music called “Enter the Dragon” to tell the “Story of Nian” using untuned percussion instruments to represent the villagers frightening the dragon away.</p> <p>Lesson 5: to perform their final compositions using tuned and untuned instruments.</p>
<p>Key knowledge from this unit:</p> <ul style="list-style-type: none"> • I know that that the word “crescendo” means a sound getting gradually louder. • I know that some traditional music around the world is based on five notes called a “pentatonic” scale. • I know that a pentatonic melody uses only the five notes C D E G A. 			
<p>Summer 1: Traditional instruments and improvisation: Around the World: India</p>	<p>Learning about traditional Indian music, including the rag and the tal, identifying instruments used and creating their own improvisation in this style.</p>	<p>Performing Listening Composing The History of Music</p>	<p>Lesson 1: introduced to traditional Indian instruments and music, including key aspects of the tal and rag.</p> <p>Lesson 2: learning to read and play given notes and then using them to improvise a rag in the style of traditional Indian music.</p> <p>Lesson 3: building on their group compositions from the previous lesson, adding a repeated background note known as a drone.</p>

		Inter-related dimensions of music	<p>Lesson 4: exploring the different pitches and timbres that can be made using drums and adding rhythms to their own compositions.</p> <p>Lesson 5: learning and performing a traditional Indian song using the knowledge and skills they have built up throughout the topic.</p>
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Key knowledge from this unit:

- I know that Indian music uses all of the sounds in between the 12 “notes” that are used in western music.
- I know that a “tala” is a set rhythm that is repeated over and over usually on the drums called “table”.
- I know that a “rag” is the tune in traditional Indian music and is often played on a stringed instrument called a “sitar”
- I know that a “drone” in music is a note that goes on and on, staying the same, a bit like someone humming a long-held note.
- I know that many types of music from around the world consist of more than one layer of sound’ for example a “tala” and “rag” in traditional Indian music.

YEAR 4

Unit	Unit description The children will be...	Curriculum coverage The key strands are:	In this unit, the children will be...
<p>Autumn 1: Body & tuned percussion: Rainforests</p>	<p>Exploring the rainforest through music. Using a mixture of body percussion and tuned percussion instruments, pupils create their own rhythms of the rainforest, layer by layer.</p>	<p>Performing Listening Composing Inter-related dimensions of music</p>	<p>Lesson 1: listening to the body percussion piece “Rain Sound” and will be introduced to the terms “structure” and “texture” and tasked with identifying these features within the music that they hear.</p> <p>Lesson 2: working in pairs to practise the “Boom, Snap, Clap” rhythm using body percussion, personalising their sequence with the introduction of a stamp.</p> <p>Lesson 3: starting their rainforest compositions with the forest floor and understory layers, creating body percussion rhythms to suit the movement of the animals within each of the two layers.</p> <p>Lesson 4: moving onto untuned percussion instruments to create “repeated melodies” or “loops” for the canopy and emergent layers of the rainforest, taking into consideration pitch and tempo.</p> <p>Lesson 5: combining the four sections of their compositions, building structure through combining rhythms and melodies and adding dynamics and tempo.</p>

Key knowledge from this unit:

- I know that deciding the structure of music when composing can help us create interesting music with contrasting sections.
- I know that combining different instruments and different rhythms when we compose can create layers of sound we call “texture.”
- I know that a “loop” in music is a repeated melody or rhythm.
- I know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.

<p>Spring 1: Changes in pitch, dynamics and tempo: Rivers</p>	<p>Drawing upon their understanding of repeating patterns in music, pupils are introduced to the concept of motifs and develop their skills by adapting, transposing and performing motifs.</p>	<p>Performing Listening Composing Inter-related dimensions of music</p>	<p>Lesson 1: begin to make links between the course of a river and music as they sing about a flowing river in rounds, adding in a harmony line. Lesson 2: begin to make links between the course of a river and music as they sing about a flowing river in rounds, adding in a harmony line. Lesson 3: learning about what an ostinato is and how to recognise them in different types of music. Children will perform vocal ostinatos to represent the stages of a river. Lesson 4: using the contrasting features of the different stages of a river for inspiration to compose their own percussive ostinato. Lesson 5: refining and performing their ostinatos in groups, experimenting with layering sounds.</p>
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Key knowledge from this unit:

- I know that that when you sing without accompaniment it is called “A Capella.”
- I know that harmony means playing two notes at the same time, which usually sound good together.
- I know that an ostinato is a musical pattern that is repeated over and over.
- I know that a vocal ostinato is a pattern created with your voice.
- I know that “performance directions” are words added to music notation to tell the performers how to play.

<p>Spring 2: Samba and carnival sounds and instruments: South America</p>	<p>Learning about: instruments traditionally found in a samba band, syncopated rhythms and how to compose a samba break.</p>	<p>Performing Listening Composing The History of Music Inter-related dimensions of music</p>	<p>Lesson 1: learning to identify the features of samba music, including where it originates from, the main instruments used and its dynamics. Lesson 2: revisiting syncopation and practise identifying and performing different rhythms Lesson 3: using untuned percussion instruments to play a variety of rhythms in groups whilst keeping in time with the pulse. Lesson 4: composing a verse or “break” in their instrumental groups, which will form part of the performance in the final lesson. Lesson 5: performing their class samba together.</p>
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Key knowledge from this unit:

- I know that samba music originated in Brazil, South America and its main musical feature is syncopated rhythms.
- I know that the “on beat” is the pulse of a piece of music, and the “off beat” is beats that fall in between these.
- I know that a rhythmic break is a place in the music where some of the instruments play a new rhythm before going back to the original rhythms.

<p>Summer 1: Adapting and transposing motifs: The Romans</p>	<p>Associating the stages of the river with different rhythms and learning what an ostinato is and how it's used in music.</p>	<p>Performing Listening Composing Inter-related dimensions of music</p>	<p>Lesson 1: singing Roman themed warm-ups and learn The Road Building song through call and response. Lesson 2: learning what a motif is and how to identify one, before playing and incorporating motifs into the Road Building song. Lesson 3: creating their own motif and experimenting with a different form of notation to record their compositions. Lesson 4: experimenting with rhythm, note order and even the notes themselves to develop their motifs from the previous lesson. Lesson 5: combining different versions of their motif and performing these to the rest of the class.</p>
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- Key knowledge from this unit:**
- I know that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music for example, Beethoven's Fifth symphony (dah da dah dum!).
 - I know that "transposing" a melody means changing its key making it higher or lower pitched.
 - I know that a motif in music can be a repeated rhythm.
 - I know that a motif can be adapted by changing the notes, the rhythm or the order of the notes.

YEAR 5

Unit	Unit description The children will be...	Curriculum coverage The key strands are:	In this unit, the children will be...
Autumn 1: Composing notation: Egyptians	Learning to identify the pitch and rhythm of written notes and experimenting with notating their compositions using hieroglyphs and standard staff notation.	Performing Listening Composing Inter-related dimensions of music	Lesson 1: singing Egyptian themed warm-ups and learning the song "Gift of the Nile." Lesson 2: creating their own, improvised piece of music and notate them using hieroglyphs. Lesson 3: learning the names of different note lengths and identifying them in some familiar sheet music. Lesson 4: further developing their understanding of staff notation by learning how the position of notes of the stave dictates pitch. Lesson 5: composing their own piece of music, celebrating a pharaoh's journey into the afterlife.

Key knowledge from this unit:

- I know that simple pictures can be used to represent the structure (organisation) of music.
- I know that a slow tempo and a minor key (pitch) can be used to make music sound sad.
- I know that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.

Spring 1: Blues	Learning about the history of blues music, pupils are introduced to the 12 bar blues before learning how to play it and recognise it in other music.	Performing Listening Composing The History of Music Inter-related dimensions of music	Lesson 1: learning the origins of the blues and identifying some features of these genres and singing a blues-style song. Lesson 2: introduced to chords, become familiar with those often used in Blues music and play the first line of the 12-bar blues. Lesson 3: learning to play the chord sequence of the 12-bar blues. Lesson 4: learning to play the blues scale – up and down. Lesson 5: using the notes from the blues scale, used in the previous lesson, and improvise their own blues music by playing the notes in different orders.
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Key knowledge from this unit:

- I know that a chord is the layering of several pitches played at the same time.
- I know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords.
- I know that "blues" music aims to share feelings and blues songs tend to be about sadness or worry.
- I know that a "bent note" is a note that varies in its pitch, e.g. the pitch may slide up or down.
- I know that a slow tempo can be used to make music sound sad.

<p>Spring 2: South and West Africa</p>	<p>Learning and performing a traditional African song, playing the accompanying chords using tuned percussion and play the djembe (African drum).</p>	<p>Performing Listening Composing The History of Music Inter-related dimensions of music</p>	<p>Lesson 1: learning to sing the song “Shosholoza” sung in Ndebele, the language spoken by the Bantu people. Lesson 2: working in pairs to learn the chords for the “Shosholoza” song, using tuned percussion instruments. Lesson 3: learning some African dance steps and practising a final performance of the “Shosholoza” song, incorporating their new moves and chords from Lesson 2. Lesson 4: using a metronome to keep a constant pulse to practise reciting rhythms with varying dynamics and tempo. They will follow the pulse set by the “master drummer”. Lesson 5: developing the complexity of the rhythms from Lesson 4, working in groups to create an eight-beat break, performing as a class.</p>
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Key knowledge from this unit:

- I know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language.
- I know that “The Click Song” is a traditional song sung in the Xhosa language and is believed to bring good luck at weddings.
- I know that major chords create a bright, happy sound.
- I know that poly-rhythms means many rhythms played at once.

<p>Summer 1: Composition to represent the festival of colour: Holi</p>	<p>Learning about the Indian festival of colour, children explore the associations between music, sounds and colour building up to composing and performing a musical composition to represent Holi.</p>	<p>Performing Listening Composing Inter-related dimensions of music</p>	<p>Lesson 1: exploring how music can be experienced visually by associating sounds and rhythms with different colours. Lesson 2: building on their knowledge of a graphic score to focus on colours to create a visual representation of pieces of music. Lesson 3: using abstract images as inspiration to use the link between colours and music to create their own vocal compositions. Lesson 4: focusing on the different dimensions of music, to compose a piece of music based on a single colour. Lesson 5: performing their compositions as a class performance to represent the clash of colours during the Holi festival.</p>
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Key knowledge from this unit:

- I know that a vocal composition is a piece of music created only using voices.
- I know that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.
- I know that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways.
- I know that poly-rhythms means many rhythms played at once.

YEAR 6

Unit	Unit description The children will be...	Curriculum coverage The key strands are:	In this unit, the children will be...
Autumn 1: Advanced rhythms	Children are exploring the Kodaly music method. Pupils explore rhythmic patterns to develop a sense of pulse before composing and notating a piece of their own.	Performing Listening Composing Inter-related dimensions of music	Lesson 1: learning about the work of Zoltan Kodaly to develop an understanding of the Kodaly music method. Lesson 2: learning how to strengthen the feeling of pulse when working with rhythmic patterns through collaborative activities. Lesson 3: using their hands as instruments to explore rhythmic patterns in order to build a sense of pulse, inspired by Steve Reich's "clapping music". Lesson 4: using their knowledge of rhythm to create their own compositions and take on the role of music critic to invite constructively critical discussions amongst peers. Lesson 5: using their knowledge about rhythmic notation to notate their own compositions.

Key knowledge from this unit:

- I know that "graphic notation" means writing music down using your choice of pictures or symbols but "staff notation" means music written more formally on the special lines called "staves"
- I know that Steve Reich is a composer who wrote the minimalist piece "Clapping Music" in 1976.
- I know that all types of music notation show note duration, including the Kodaly method which uses syllables to indicate rhythms.
- I know that a quaver is worth half a beat.

Spring 2: Dynamics, pitch and texture: Fingal's Cave by Mendelssohn	Inspired by Fingal's Cave by Mendelssohn, children represent the waves through music, using dynamics, texture and pitch to create a group composition.	Performing Listening Composing The History of Music Inter-related dimensions of music	Lesson 1: learning to appraise the work of the composer Felix Mendelssohn. Lesson 2: learning how to improvise as a group, using dynamics and pitch. Lesson 3: improvising as a group using texture and creating a graphic score to represent sounds. Lesson 4: using their knowledge of dynamics, texture and pitch to create a group composition. Lesson 5: working in groups to create a composition featuring changes in texture, dynamics and pitch.
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Key knowledge from this unit:

- I know that the conductor beats time to help the performers work well together.
- I know that improvisation means making up music "on the spot".
- I know that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change.

<ul style="list-style-type: none"> I know that timbre can also be thought of as “tone colour” and can be described in many ways e.g. warm or cold, rich or bright. 			
<p>Summer 1: Theme & Variation: Pop Art</p>	<p>Taking inspiration from the Pop Art movement and drawing upon their understanding of repeating patterns in music, pupils explore the musical concept of themes and variations.</p>	<p>Performing Listening Composing The History of Music Inter-related dimensions of music</p>	<p>Lesson 1: exploring the musical concept of theme and variations to discover how rhythms can be “translated” onto different instruments, including body percussion, inspired by artwork from the Pop Art era. Lesson 2: comparing and contrasting different variations in the piece “The Young Person’s Guide to the Orchestra”, identifying the sounds of different instruments and discussing what they sound like. Lesson 3: using complex rhythms to perform a theme, taking inspiration from Benjamin Britten’s “The Young Person’s guide to the Orchestra” written in 1945. Lesson 4: learning about rhythmic elements contained in the theme of Benjamin Britten’s “The Young Person’s guide to the Orchestra” and learning to play the TIKI-TIKI, TI-TIKI and TIKI-TI rhythms in 3/4 time. Lesson 5: using music notation to create visual representations of the TIKI-TIKI, TI-TIKI and TIKI-TI rhythms.</p>
<p>Key knowledge from this unit:</p> <ul style="list-style-type: none"> I know that a theme is a main melody in a piece of music. I know that “variations” in music are when a main melody is changed in some way throughout the piece. I know that “The Young Person’s Guide to the Orchestra” was written in 1945 by Benjamin Britten. I know that representing beats of silence or “rests” in written music is important as it helps us play rhythms correctly. 			
<p>Summer 2: Composing and performing a leavers’ song</p>	<p>Listening to and critiquing songs reflective of new beginnings. Creating their own leavers’ song to reflect on their time at the school; writing chorus and verse lyrics and exploring the concept of the four-chord backing track and composing melodies.</p>	<p>Performing Listening Composing Inter-related dimensions of music</p>	<p>Lesson 1: evaluating a song based on its lyrics, tempo, melody and arrangement, Lesson 2: using suitable words and phrases for the chorus of a song and turning ideas into lyrics. Lesson 3: using poetry writing skills to turn suitable words into lyrics and working in groups to sequence and structure lyrics into a verse. Lesson 4: exploring four-chord progressions and using vocal improvisations and known melodies over a backing track. Lesson 5: composing a melody for the chorus of their song using different kinds of notation. Lesson 6: using all the techniques and knowledge they have learned to create and perform their Year 6 leavers’ song.</p>
<p>Key knowledge from this unit:</p> <ul style="list-style-type: none"> I know that a chord progression is a sequence of chords that repeats throughout a song. I know that a melody can be adapted by changing its dynamics, pitch, or tempo. I know that chord progressions are represented in music by Roman numerals. 			

PROGRESSION OF KNOWLEDGE

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
PITCH						
<ul style="list-style-type: none"> I know what "high and low" notes are. 	<ul style="list-style-type: none"> I know that pitch means how high or low a note sounds. I know that "tuned" instruments play more than one pitch of notes. 	<ul style="list-style-type: none"> I know that some tuned instruments have a lower range of pitches, and some have a higher range of pitches. I know that a melody is made up from high and low pitched notes played on after the other, making a tune. 	<ul style="list-style-type: none"> I know that the group of pitches in a song is called a "key" and that a key decides whether a song sounds happy or sad. I know that some traditional music around the world is based on five-notes called a "pentatonic" scale. I know that a pentatonic melody uses only the five notes C D E G A. 	<ul style="list-style-type: none"> I know that "transposing" a melody means changing its key, making it higher or lower pitched. 	<ul style="list-style-type: none"> I know that a minor key (pitch) can be used to make music sound sad. I know that major chords create a bright, happy sound. I know that a "bent note" is a note that varies in its pitch, e.g. the pitch may slide up or down. I know that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made. 	<ul style="list-style-type: none"> I know that a melody can be adapted by changing its pitch.
DURATION						
<ul style="list-style-type: none"> I know that different sounds can be long or short. 	<ul style="list-style-type: none"> I know that rhythm means a pattern of long and short notes. To know that an instrument or rhythm pattern can represent a character in a story 	<ul style="list-style-type: none"> I know that the long and short sounds of a spoken phrase can be represented by a rhythm. 	<ul style="list-style-type: none"> I know that different notes have different durations, and that crotchets are worth one whole beat. I know that written music tells you how long to play note for. 	<ul style="list-style-type: none"> I know that the "on beat" is the pulse of a piece of music and the "off beat" is beats that fall between these. I know that a motif in music can be a repeated rhythm. I know that a 	<ul style="list-style-type: none"> I know that "poly-rhythms" means many different rhythms played at once. I know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of symbol on a 	<ul style="list-style-type: none"> I know that all types of music notation show note duration, including the Kodaly method which uses syllables to indicate rhythms. I know that representing beats of silence or

			<ul style="list-style-type: none"> I know that a "tala" is a set rhythm that is repeated over and over usually on the drums called "table". 	<p>"loop" in music is a repeated melody or rhythm.</p> <ul style="list-style-type: none"> I know that a rhythmic break is a place in the music where some of the instruments play a new rhythm before going back to the original rhythms. 	graphic score.	<p>"rests" in written music is important as it helps us play rhythms correctly.</p> <ul style="list-style-type: none"> I know that quaver is worth half a beat.
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DYNAMICS

<ul style="list-style-type: none"> I know that instruments can be played loudly or softly. 		<ul style="list-style-type: none"> I know that dynamics can change the effect a sound has on the audience. 	<ul style="list-style-type: none"> I know that the word "crescendo" means a sound getting gradually louder. 	<ul style="list-style-type: none"> I know that changing the dynamics of a musical phrase of motif can change the texture of a piece of music. 	<ul style="list-style-type: none"> I know that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made. 	<ul style="list-style-type: none"> I know that a melody can be adapted by changing its dynamics.
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TEMPO

<ul style="list-style-type: none"> I know that music can be "fast" or "Slow". I know that the beat is the steady pulse of a song. I know that the tempo is the speed of the music. I know that we can match our body movements to the speed (tempo) or pulse (beat) of music. 	<ul style="list-style-type: none"> I know that the "pulse" is the steady beat that goes through music. I know that the pulse of music can get faster or slower. To know that tempo can be used to represent mood or help tell a story. 	<ul style="list-style-type: none"> I know that the tempo of a musical phrase can be changed to achieve a different effect. 			<ul style="list-style-type: none"> I know that a slow tempo can be used to make music sound sad. I know that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made. 	<ul style="list-style-type: none"> I know that a melody can be adapted by changing its tempo.
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TIMBRE

<ul style="list-style-type: none"> I know that different instruments can sound like a particular character. 	<ul style="list-style-type: none"> I know that "timbre" means the quality of a sound; e.g. that different instruments would sound different playing a note of the same pitch. I know that my voice can create different timbres to help tell a story. 	<ul style="list-style-type: none"> I know that musical instruments can be used to create "real life" sound effects. I know an instrument can be matched to an animal noise based on its timbre 			<ul style="list-style-type: none"> I know that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways. 	<ul style="list-style-type: none"> I know that timbre can also be thought of as "tone colour" and can be described in many ways e.g.. warm or cold, rich or bright.
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TEXTURE

<ul style="list-style-type: none"> I know that music often has more than one instrument being played at a time. 	<ul style="list-style-type: none"> I know that music has layers called "texture". 	<ul style="list-style-type: none"> I know that a graphic score can show a picture of the layers, or "textures" of a piece of music. 	<ul style="list-style-type: none"> I know that many types of music from around the world consist of more than one layer of sound; for example, "tala" and "rag" in traditional Indian music. 	<ul style="list-style-type: none"> I know that combining different instruments and different rhythms when we compose can create layers of sound we call "texture". I know that harmony means playing two notes at the same time, which usually sound good together. 	<ul style="list-style-type: none"> I know that a chord is the layering of several pitches played at the same time. I know that poly-rhythms means many rhythms played at once. 	<ul style="list-style-type: none"> I know that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change.
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STRUCTURE

<ul style="list-style-type: none"> I know the chorus in a familiar song. 	<ul style="list-style-type: none"> I know that a piece of music can have more than one section, e.g. verse and a chorus. 	<ul style="list-style-type: none"> I know that structure means the organisation of sounds within music e.g., a chorus and verse pattern in a song. 	<ul style="list-style-type: none"> I know that in a ballad, a "stanza" means a verse. 	<ul style="list-style-type: none"> I know that deciding the structure of music when composing can help us create interesting music 	<ul style="list-style-type: none"> I know that 2-bar blues is a sequence of 12 bars of music, made up of three different chords. 	<ul style="list-style-type: none"> I know that chord progression is a sequence of chords that repeats throughout a song.
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				<p>with contrasting sections.</p> <ul style="list-style-type: none"> • I know that an ostinato is a musical pattern that is repeated over and over • I know that a vocal ostinato is a pattern created with your voice. • I know that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music. 		<ul style="list-style-type: none"> • I know that a "theme" in music is the main melody and that "variations" are when this melody has been changed in some way.
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NOTATION

<ul style="list-style-type: none"> • I know that signals can tell us when to start of stop playing. 	<ul style="list-style-type: none"> • I know that music has layers called "texture". 	<ul style="list-style-type: none"> • I know that "notation" means writing music down so that someone else can play it. • I know that a graphic score can show a picture of the structure and/or texture of music. 	<ul style="list-style-type: none"> • I know that "reading" music means using how the written note symbols look and their position to know what notes to play. 	<ul style="list-style-type: none"> • I know that "performance directions" are words added to music notation to tell the performers how to play. 	<ul style="list-style-type: none"> • I know that simple pictures can be used to represent the structure (organisation) of music. • I know that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note. 	<ul style="list-style-type: none"> • I know that "graphic notation" means writing music down using your choice of pictures or symbols but "staff notation" means music written more formally on the special lines called "staves." • I know that chord progressions are represented in music by Roman numerals.
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SONGS AND SINGING

<ul style="list-style-type: none"> • I know that there are special songs we can sing to celebrate events. 		<ul style="list-style-type: none"> • I know that "accompaniment" can mean playing instruments 	<ul style="list-style-type: none"> • I know that lyrics are the words of a song. 	<ul style="list-style-type: none"> • I know that when you sing without accompaniment it is called "A" 	<ul style="list-style-type: none"> • I know that a vocal composition is a piece of music created 	
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<ul style="list-style-type: none"> I know that my voice or an instrument can match an action in a song. 		along with a song.		Capella".	only using voices.	
PERFORMING						
<ul style="list-style-type: none"> I know that moving to music can be part of a celebration. I know that sounds can be copied by my voice, body percussion and instruments. 	<ul style="list-style-type: none"> I know that following a leader when we perform helps everyone play together accurately. 			<ul style="list-style-type: none"> I know that "performance directions" are words added to music notation to tell the performers how to play. 		<ul style="list-style-type: none"> I know that the conductor beats time to help the performers work well together. I know that improvisation means making up music "on the spot".
MUSICAL COMPOSITIONS						
	<ul style="list-style-type: none"> I know that Sergei Prokofiev wrote "Peter and the Wolf" for children in 1936. 	<ul style="list-style-type: none"> I know that "Tintagel" is an example of a 'symphonic poem' written by Arthur Bax in 1917. 	<ul style="list-style-type: none"> To know that a "rag" is the tune in traditional Indian music and is often played on an instrument called a "sitar". 	<ul style="list-style-type: none"> I know that samba music originated in Brazil, South America and its main musical features is syncopated rhythms. 	<ul style="list-style-type: none"> I know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language. I know that "The Click Song" is a traditional song sung in the Xhosa language and is believed to bring good luck at weddings. 	<ul style="list-style-type: none"> I know Steve Reich is a composer who wrote the minimalist piece "Clapping Music" in 1976. I know that "The Young Person's Guide to the Orchestra! Was written in 1945 by Benjamin Britten.

ASSESSMENT

Pre-assessment

We use a range of strategies to elicit pre and misconceptions of a unit which will enable teachers to adapt short term planning to include time to address areas of need. Examples of tasks include discussion, low stakes quizzes (including use of end of unit quiz at the start to demonstrate progress) and knowledge capture activities.

Ongoing formative assessment and feedback

Teachers observe and respond to pupils during a lesson, offering verbal feedback and prompting of deeper thinking using questioning for mastery. Children are supported to use knowledge organisers, teaching materials on interactive whiteboards, working walls, sentence stems and key vocabulary to explain their thinking and develop understanding. Ongoing teacher observation identifies pupil progress and attainment during lessons and enables learners to be challenged through response and feedback. At Heckington St Andrew's we recognise the value of teacher observation and of a dialogic, language rich learning environment.

Retrieval practice

Evidence (classroom) based research informed strategies are adopted by class teachers to promote metacognition. Pupils are offered carefully planned tasks to promote knowledge retrieval bringing core knowledge and skills into long term and working memory.

End of unit assessments

An end of unit quiz will be completed by each pupil. Teachers will also present a knowledge capture activity which, along with the end of unit quiz, will inform teacher assessment of the unit. If these have also been used at the start of the unit then they will also be used to assess progress.

HOW DO WE KNOW THAT OUR CURRICULUM IS HAVING THE DESIRED IMPACT?

Teachers

- Become more knowledgeable.
- Have higher levels of confidence in delivering all areas of the curriculum.
- Can give senior leaders and subject leads feedback about what is working well.
- Are acutely aware of how children are coping with the taught content. The curriculum is the progression model, and is pitched to be appropriately challenging. Therefore, if teachers know that children are coping well and are able to demonstrate their understanding, then we know it is working and that children are making progress.
- Teach consistently well; applying sound pedagogical practices in all lessons.
- Plan coherent learning journeys based on the unit overviews.
- Seek support from subject leads when they are less confident.

Children

- Can talk with confidence about what they have learned, using correct terminology.
- Are enthused and interested in a wide range of curriculum areas.
- Can talk about the specific characteristics of subjects and the disciplines associated with them.
- Can show adults examples of their learning and describe the 'why' behind work they have produced.
- Demonstrate good learning behaviours in all lessons.
- Are able to explain how their learning within a subject builds on previous learning.
- Are able to make thoughtful links between subjects.
- Can all access, enjoy and make progress within the curriculum - regardless of their starting points, or any additional needs they may have.
- Are independent learners who can think creatively and critically

Children's Work

- Demonstrates that they take pride in what they produce. Children show the same effort as they would in Maths or English, for example.
- Captures their increasing understanding of key concepts within each subject.
- Illustrates their developing understanding of the disciplines of each subject, as well as the declarative knowledge content.
- Shows that a coherent teaching sequence has taken place within each unit of work.
- Demonstrates our curriculum's emphasis on subject-specific terminology.

5Rs

- Our children leave us as **respectful** citizens ready for the next stage of their life because they:
 - ✓ are active listeners
 - ✓ care for their environment
 - ✓ show consideration for others
 - ✓ show good manners
- Our children leave us as **responsible** citizens ready for the next stage of their life because they:
 - ✓ own their actions
 - ✓ are self-motivated
 - ✓ are good role models
 - ✓ are in control of their own learning
- Our children leave us as **resilient** citizens ready for the next stage of their life because they:
 - ✓ keep going
 - ✓ believe in themselves
 - ✓ have a go
 - ✓ persevere
- Our children leave us with good **relationships** because they:
 - ✓ are good communicators

- ✓ are helpful
- ✓ work as a team
- ✓ are kind and caring
- Our children leave us as **reverent** young people ready for the next stage of their life because they:
 - ✓ show empathy
 - ✓ are reflective
 - ✓ experience awe and wonder
 - ✓ practice stillness

Governors and Visitors

- Give us positive feedback about pupil engagement and behaviour in lessons.
- Comment on the high-quality work that they see.
- Report that leaders are clear about strengths and weaknesses and have clear plans to address areas for development.

Parents and carers

- Give us positive feedback about their children's attitudes to school.
- Share examples of when their children have been enthused by the curriculum (e.g. they have been talking about learning at home, or carrying out their own research because of their interest).

Leaders

- Develop subject leader expertise through coaching and CPD
- Are outward facing
- Source external expertise and support where needed
- Regularly monitor strengths and areas for development which feeds into school evaluation and improvement.