



Holy Family Catholic Primary School
Music Curriculum
2026-2027

Intent

The intention of our music scheme is first and foremost to help children to feel that they are musical and to develop a life-long love of music. We focus on developing the skills, knowledge and understanding that children need in order to become confident performers, composers and listeners. Our curriculum introduces children to music from all around the world and across generations, teaching children to respect and appreciate the music of all traditions and communities.

Children will develop the musical skills of singing, playing tuned and untuned instruments, improvising and composing music, and listening and responding to music. They will develop an understanding of the history and cultural context of the music that they listen to and learn how music can be written down. Through music, our curriculum helps children develop transferable skills such as team-working, leadership, creative thinking, problem-solving, decision making, presentation and performance skills. These skills are vital to children's development as learners and have a wider application in their general lives outside and beyond school.

Implementation

Holy Family Catholic Primary School's use the Kapow music scheme, which is underpinned by the National Curriculum (2014) and enables pupils to meet the end of key stage attainment targets outlined in the National Curriculum. The scheme takes a holistic approach to music, in which the individual strands below are woven together to create engaging and enriching learning experiences:

- Performing
- Listening
- Composing
- The history of music
- The inter-related dimensions of music

Each five- lesson unit combines these strands within a cross –curricular topic designed to capture pupils' imagination and encourage them to explore music enthusiastically. Over the course of the scheme, children will be taught how to sing fluently and expressively, and play tuned and untuned instruments accurately and with control. They will learn to recognise and name the interrelated dimensions of music-pitch, duration, tempo, timbre, structure, texture and dynamics- and use these expressively in their own improvising and compositions.

The instrumental units complement the scheme of work and allow LKS2 pupils to develop their expertise in using a tuned instrument for a minimum of one term as recommended in the Model music curriculum.

Impact

The impact of our music curriculum can be constantly monitored through both formative and summative assessment opportunities. Each lesson includes guidance to support teachers in assessing pupils against the learning objectives and at the end of each unit as there is often a performance element where teachers can make a summative assessment of pupils' learning. Knowledge organisers for each unit support pupils by providing a highly visual record of the key learning from the unit, encouraging recall of practical skills, key knowledge and vocabulary.

After the implementation of our music scheme, pupils leave primary school equipped with a range of skills to enable them to succeed in their secondary education and to be able to enjoy and appreciate music throughout their lives.

The expected impact of following our music scheme of work is that children will:

- Be confident performers, composers and listeners and will be able to express themselves musically at and beyond school.
- Show an appreciation and respect for a wide range of musical styles from around the world and will understand how music is influenced by the wider cultural, social and historical contexts in which it is developed.
- Understand the ways in which music can be written down to support performing and composing activities.
- Demonstrate and articulate an enthusiasm for music and be able to identify their own personal musical preferences.
- Meet the end of key stage expectations outlined in the National Curriculum for music.

Formative assessment

At Holy Family Catholic Primary School, we assess the children's work in music by making informal judgements as staff observe the children during lessons. Once the children complete a piece of work, the teacher will provide feedback as necessary. This might include written work and practical activities. Throughout the year, the teacher makes on-going assessments of progress and records this on O track. This also enables the music subject leader to track progress of learners, along with lesson visits and outcomes so that the music leader has a clear view of the subject.

Formative assessment opportunities are provided through:

- live marking
- verbal feedback
- analysis of children's work
- questioning
- discussions
- quizzes

Summative Assessment

At the end of the year, the class teacher makes an assessment of attainment and progress in music. This information is recorded using O Track, which enables the class teacher and the Music Leader to analyse the data.

The teacher will also use this data to comment on the pupil's attainment and progress as part of the child's annual report to parents. We pass this information on to the next teacher at the end of the year to ensure continuity and progression.

Monitoring and reviewing

Monitoring of the standards of children's work and of the quality of teaching in music is the responsibility of the music subject leader. The work of the music subject leader also involves supporting colleagues in the teaching of music, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school. The music subject leader gives SLT ongoing reports in which s/he evaluates the strengths and weaknesses in the subject and indicates areas for further improvement. The music subject leader has allocated time in which to fulfil this role by reviewing samples of children's work and visiting classes to observe teaching in the subject. Evidence is provided through:

- Work scrutiny
- Data analysis
- Review of planning
- Learning walks
- Pupil interviews

Year Groups	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1		My favourite things: Keeping the pulse		Fairytales: Sound Patterns		Superheroes: Pitch
Year 2	Animals: Call and response		Musical storytelling: Instruments		Musical me: Pitch	
Year 3		Reading rhythms: Patterns and layers		Inspired by India: Musical improvisations		Reggae rhythms: Playing in a band
Year 4	Singing in parts: Loops and layers		Musical motifs: Reading the stave		Music technology: Loops	
Year 5		Music in nature: Chords and melodies		West African rhythms: Create, play and perform		Stage and song: Storytelling through music
Year 6	Four-chord pop: Playing in a band		Songs that speak: Lyrics and messages		Music technology: Film soundtracks	

KS1 pupils should be taught:

- 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 interrelated dimension of music

Year 1	Autumn 1	Autumn 2— My favourite things: Keeping the Pulse	Spring 1	Spring 2— Fairytale: Sound Patterns	Summer 1	Summer 2— Superheroes: Pitch and tempo
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Autumn 2—Pulse and rhythm

Pupils will acquire the following **musical knowledge** throughout the unit:

- To know that notation is read from left to right.
- To know that pictorial representations of rhythm show sounds and rests.

Pupils will acquire the following **musical skills** throughout the unit:

Listening and evaluating

- Listening with concentration to short pieces of music or excerpts from longer pieces of music.
- Engaging with and responding to longer pieces of music.
- Beginning to move in time with the beat of the music.
- Recognising simple patterns and repetition in rhythm (e.g. where a pattern of beats is repeated).
- Recognising simple patterns and repetition in pitch (e.g. do-re-mi)
- To recognise and name the following instruments: up to three instruments from Group A and B.
- Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow.

Creating Sound

- Singing simple songs, chants and rhymes from memory.
- Competently singing songs with a very small pitch range (two notes that are different but close together).
- Practising singing songs with a wider pitch range (e.g. pentatonic melodies) which is gradually getting higher or lower.
- Exploring changing their singing voice in different ways.
- Breathing at appropriate times when singing.
- Learning to use instruments to follow the beat, by first observing and then mimicking the teacher's modelling.
- Maintaining a comfortable position when sitting or standing to sing and play instruments.

Notation

- Reading different types of notation by moving eyes from left to right as sound occurs.
- Using pictorial representations to stay in time with the pulse when singing or playing.
- Confidently reading simple rhythmic patterns comprising of one beat sounds and one beat rests.

Vocabulary

pulse singing
voice
speaking
voice
Thinking voice

Vocabulary

dynamics pitch rest sound pattern tempo

KS1 pupils should be taught:

- 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 interrelated dimension of music

Year 1	Autumn 1	Autumn 2— My favourite things: Keeping the Pulse	Spring 1	Spring 2— Fairytale: Sound Patterns	Summer 1	Summer 2— Superheroes: Pitch and tempo
Spring 2—Sound Patterns			Summer 2—Pitch			
Pupils will acquire the following musical knowledge throughout the unit: To know that: - To know that: sections of music can be described as loud, quiet or silent and the meaning of these terms. Pupils will acquire the following musical skills throughout the unit: Listening and evaluating - Listening with concentration to short pieces of music or excerpts from longer pieces of music. - Engaging with and responding to longer pieces of music. - Beginning to articulate how a piece of music affects them (e.g it makes them feel sleepy, it makes them want to dance, it makes them happy). - Identifying some common instruments when listening to music. - Relating sounds in music to real-world experiences (e.g., “It sounds like squelching mud”). - Recognising simple patterns and repetition in rhythm (e.g. where a pattern of beats is repeated). - Stating what they enjoyed about their peers’ performances. Creating sound - Developing an awareness of how dynamics are affected by the force with which an instrument is played. - Using instruments imaginatively to create soundscapes which convey a sense of place. - Using bilateral and hand-eye coordination to play/hold instruments using both hands. - Starting to understand how to produce different sounds on pitched instruments. - Maintaining a comfortable position when sitting or standing to sing and play instruments. Composing and improvising - Creating sound responses to a variety of physical stimuli, such as nature, artwork and stories. - Selecting objects and/or instruments to create sounds to represent a given idea or character. - Playing and combining sounds under the direction of a leader (the teacher). Performing - Offering positive feedback on others’ performances.			Pupils will acquire the following musical knowledge throughout the unit: - To know that sounds within music can be described as high or low sounds and the meaning of these terms. - To know that in all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds. Pupils will acquire the following musical skills throughout the unit: Listening and evaluating - Listening with concentration to short pieces of music or excerpts from longer pieces of music. - Engaging with and responding to longer pieces of music. - Coordinating the speed of their movements to match the speed of the music (not the beat). - Beginning to articulate how a piece of music affects them (e.g it makes them feel sleepy, it makes them want to dance, it makes them happy). - Recognising simple patterns and repetition in pitch (e.g. do-re-mi). - Talking about the tempo of music using the vocabulary fast and slow. - Talking about the pitch of music, using the vocabulary high and low. - Stating what they enjoyed about their peers’ performances. Creating sound - Using instruments imaginatively to create soundscapes which convey a sense of place. - Using bilateral and hand-eye co-ordination to play/hold instruments using both hands. - Maintaining a comfortable position when sitting or standing to sing and play instruments. Notation - Reading different types of notation and understanding they are read by moving eyes from left to right as sound occurs. - Recognising pitch patterns using dots. Composing and improvising - Creating sound responses to a variety of physical stimuli, such as nature, artwork and stories. - Experimenting with creating different sounds using a single instrument. - Experimenting with creating loud, soft, high and low sounds. - Selecting objects and/or instruments to create sounds to represent a given idea or character. - Playing and combining sounds under the direction of a leader (the teacher). Performing			

• Keeping instruments still until their part in the performance.	• Offering positive feedback on others' performances. • Keeping instruments still until their part in the performance. • Showing awareness of the leader, particularly when starting or ending a piece.
<u>Vocabulary</u> Character voice sound pattern	<u>Vocabulary</u> high low pattern performance pitch tempo

KS1 pupils should be taught:

- 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 interrelated dimension of music

Year 2	Autumn 1- Call and Response	Autumn 2	Spring 1- Musical storytelling: Instruments	Spring 2	Summer 1- Musical me: Pitch	Summer 2
Autumn 1—Call and Response			Spring 1—Instruments			
Pupils will acquire the following musical knowledge throughout the unit: - To recognise and name the following instruments: up to three instruments from Group A and B. - To know that dynamics can change the effect a sound has on the audience. - To be able to recognise and name up to three instruments from Group A and B. Pupils will acquire the following musical skills throughout the unit: Listening and evaluating - Listening with concentration to short pieces of music or excerpts from longer pieces of music. - Engaging with and responding to longer pieces of music. - Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience. - Recognising simple patterns and repetition in rhythm. (e.g. where a pattern of beats is repeated). - Stating what they enjoyed about their peers' performances. - Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow. Creating sound - Breathing at appropriate times when singing. - Singing a range of call and response chants, matching the dynamic and tempo they hear with accuracy. - Singing part of a given song in their head (using their 'thinking voice'). - Developing an awareness of how dynamics are affected by the force with which an instrument is played. - Learning to use instruments to follow the beat by first observing and then mimicking the teacher's modelling. - Maintaining a comfortable position when sitting or standing to sing and play instruments. Improvising and composing - Creating sound responses to a variety of physical stimuli such as, nature, artwork and stories. - Improvising simple question and answer phrases, using untuned percussion or voices. - Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument.			Pupils will acquire the following musical knowledge throughout the unit: - To know sections of music can be described as fast or slow and the meaning of these terms. - To know sections of music can be described as loud, quiet or silent and the meaning of these terms. - To know sounds within music can be described as high or low sounds and the meaning of these terms. - To be able to recognise and name up to three instruments from Group A and B. Pupils will acquire the following musical skills throughout the unit: Listening and evaluating - Listening with concentration to short pieces of music or excerpts from longer pieces of music. - Engaging with and responding to longer pieces of music. - Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience. - Identifying some common instruments when listening to music. - Relating sounds in music to real-world experiences (eg. It sounds like squelching mud'). - Talking about the tempo of music using the vocabulary fast and slow. - Talking about the dynamics of the music, using the vocabulary loud, quiet and silent. - Talking about the pitch of music, using the vocabulary high and low. - Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow. - Stating what they enjoyed about their peers' performances. - To recognise and name the following instruments: up to three instruments from Group A and B. Creating sound - Developing an awareness of how dynamics are affected by the force with which an instrument is played. - Using instruments imaginatively to create soundscapes which convey a sense of place. - Using bilateral and hand-eye co-ordination to play/hold instruments using both hands. - Starting to understand how to produce different sounds on pitched instruments. - Maintaining a comfortable position when sitting or standing to sing and play instruments. Composing - Creating sound responses to a variety of physical stimuli such as nature, artwork and stories. - Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument.			

• Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. • Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time. Performing • Offering positive feedback on others' performances. • Starting to maintain a steady beat throughout short singing performances. • Standing or sitting appropriately when performing or waiting to perform.	• Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. • Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time.
<u>Vocabulary</u> call and response dynamics sound pattern	<u>Vocabulary</u> dynamics encore instrumental sound sound effect tempo

KS1 pupils should be taught:

- 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 interrelated dimension of music

Year 2	Autumn 1- Call and Response	Autumn 2	Spring 1- Musical storytelling: Instruments	Spring 2	Summer 1- Musical me: Pitch	Summer 2
Summer 1—Pitch						
Pupils will acquire the following musical knowledge throughout the unit: To know that: - To know that notation is read from left to right. - To know in all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds. - To know sounds within music can be described as high or low sounds and the meaning of these terms. Pupils will acquire the following musical skills throughout the unit: Listening and evaluating - Recognising simple patterns and repetition in pitch (e.g. do-re-mi). - Talking about the pitch of music, using the vocabulary high and low. - Stating what they enjoyed about their peers’ performances. Creating sound - Singing simple songs, chants and rhymes from memory. - Competently singing songs or short phrases with a small pitch range (up to five notes that are different but close together). - Practising singing songs with a wider pitch range (e.g. pentatonic melodies) which is gradually getting higher or lower. - Breathing at appropriate times when singing. - Singing part of a given song in their head (using their ‘thinking voice’). - Developing an awareness of how sound is affected by the way an instrument is held (Group A, B and C). - Learning to use instruments to follow the beat, by first observing and then mimicking the teacher’s modelling. - Starting to understand how to produce different sounds on pitched instruments (Group C). - Maintaining a comfortable position when sitting or standing to sing and play instruments. Notation - Reading different types of notation by moving eyes from left to right as sound occurs. - Using a simplified version of a stave (three lines) to notate known musical phrases (of two pitches). Performing - Offering positive feedback on others’ performances. - Beginning to acknowledge their own feelings around performance. - Standing or sitting appropriately when performing or waiting to perform.						
<u>Vocabulary</u> Dot high low musical sentence notation phrase Pitch pitch pattern stave						

KS2 pupils should be taught:

- 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 interrelated 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.

Year 3	Autumn 1	Autumn 2- Reading rhythms: Patterns and layers	Spring 1	Spring 2- Inspired by India Musical improvisations.	Summer 1	Summer 2— Reggae Rhythms: Playing in a band
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Autumn 2 -Reading rhythms: Patterns and layers

COMING SOON

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KS2 pupils should be taught: • 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 interrelated 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.

Spring 2—
Inspired by India
Musical improvisations.

Pupils will acquire the following **musical knowledge** throughout the unit:

- Music can be described using musical elements such as pitch, rhythm, tempo and dynamics.
- Music can be classified or 'sorted' into different ways.
- Music from different cultures and time periods sound different because of their musical features.

Pupils will acquire the following **musical skills** throughout the unit:

Listening and evaluating

- Beginning to explain their responses to music using musical features to support their ideas.
- Beginning to identify a wider range of instruments and their role within a piece of music.
- Recognising and discussing how volume (dynamics) change.
- Developing an understanding of the history of a diverse range of music.

Creating sound

- Exploring different techniques for playing the same instrument to create different sounds.
- Maintaining a steady beat using an instrument.
- Beginning to play simple melodies on their instrument.

Improvising and composing

- Improvising or composing short pieces that represent a stimulus, choosing sounds or instruments to match an idea or character.
- Beginning to improvise using up to five pitches.
- Improvising melodies over an accompaniment or drone.
- Beginning to consider the inter-related dimensions of music when improvising (e.g. speed, getting higher, volume).
- Creating short sequences of sound within certain parameters.
- Exploring how the inter-related dimensions of music can be used to improve a piece or create contrast (e.g. changing speed or volume).
- Composing to a simple given structure.

Performing

- Beginning to offer constructive thoughts and opinions on peer performances.
- Beginning to have an awareness of the difference between practice and performance.

Vocabulary

drone dynamics improvise melody musical contrast note (Y2) pattern pentatonic scale pitch (Y2) rhythmic pattern structure

KS2 pupils should be taught:

- 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 interrelated 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.

Year 3	Autumn 1	Autumn 2- Reading rhythms: Patterns and layers	Spring 1	Spring 2- Inspired by India Musical improvisations.	Summer 1	Summer 2— Reggae Rhythms: Playing in a band
Summer 2- Reggae Rhythms: Playing in a band						

Pupils will acquire the following **musical knowledge** throughout the unit:

- Music can be described using musical elements such as pitch, rhythm, tempo and dynamics.
- Music can be classified or ‘sorted’ in different ways.
- That music from different cultures and time periods sounds different because of its musical features.

Pupils will acquire the following **musical skills** throughout the unit:

Listening and evaluating

To know:

- Music can be described using musical elements such as pitch, rhythm, tempo and dynamics.
- Music can be classified or ‘sorted’ in different ways.
- That music from different cultures and time periods sounds different because of its musical features.

Interrelated dimensions

- **Rhythm:** To know that rhythms can repeat or change to create patterns in music.
- **Melody:** To know that melodies are made from a sequence of pitches that move higher, lower or stay the same.
- **Instrumentation:** To know that instruments belong to families and can have different roles in a piece of music.
- **Harmony:** To know that harmony is created when two or more different notes are played together.

Vocabulary

bass line

beat (Y2)

chord

melody

note (Y2)

pattern (Y2)

KS2 pupils should be taught:

- 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 interrelated 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.

Vocabulary

beat (Y2)

harmony

melodic loop

melody (Y3)

rhythmic loop

round

singing technique

KS2 pupils should be taught:

- 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 interrelated 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.

Year 4

Autumn 1—
Singing in parts:
Loops and Layers

Autumn 2

Spring 1—
Musical motifs:
Reading the stave

Spring 2

Summer 1—
Musical technology:
Loops

Summer 2

Spring 1—Musical motifs: Reading the stave

Pupils will acquire the following **musical knowledge** throughout the unit:

- Describe what a stave is and how to use it.
- Name and play the notes C to G using the stave.
- Recognise and read notes on the stave while playing.
- Follow the notes in the correct order shown on the stave.
- Describe what a motif is.
- Explain the effect different pitches can have on a listener in a motif.
- Match motifs to characters based on the pitches heard.
- Draw notes accurately on the stave.
- Follow the notes on a stave whilst playing a short motif.
- Follow notation on a stave when performing.
- Perform a motif in a small group.

Pupils will acquire the following **musical skills** throughout the unit:

Listening and evaluating

- Listening with attention to detail, focusing on a specific feature of the music. Recognising and discussing how pitch changes. Recognising and discussing how volume (dynamics) change.
- Recognising and discussing how speed (tempo) changes.

Creating sound

- Using correct technique to hold instruments and accessories (e.g. beaters) comfortably and with control.

Notation

- Reading and creating simple staff notation to represent either pitch or rhythm in music.
- Working out the pitch of notes by counting up or down from a labelled starting note.
- Reading and playing simple melodies by following how notes move up and down the stave.
- Beginning to recognise and notate notes C to G on a stave, with support.

Improvising and composing

- Improvising or composing short pieces that represent a stimulus, choosing sounds or instruments to match an idea or character.
- Creating short sequences of sound within certain parameters (e.g. using given notes or rhythms, such as the pentatonic scale).
- Beginning to choose words that match a melody or rhythm, considering the syllables (e.g. 'hap-py' using paired quavers).

Performing

- Beginning to offer constructive thoughts and opinions on peer performances.
- Reflecting on their own performance and expressing what went well.

Vocabulary

motif notation

notes performance

practise stave

KS2 pupils should be taught:

- 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 interrelated 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.

Year 4	Autumn 1— Singing in parts: Loops and Layers	Autumn 2	Spring 1— Musical motifs: Reading the stave	Spring 2	Summer 1— Musical technology: Loops	Summer 2
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Summer 1- Musical technology: Loops

COMING SOON

Vocabulary

KS2 pupils should be taught:

- 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 interrelated 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.

Year 5	Autumn 1	Autumn 2— Music in nature: Chords and melodies.	Spring 1	Spring 2— West African rhythms: Create, play and perform.	Summer 1	Summer 2— Stage and song: Storytelling through music
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Autumn 2—Music in nature: Chords and melodies

Pupils will acquire the following **musical knowledge** throughout the unit:

- Recognise changes in dynamics, such as crescendo and diminuendo.
- Describe dynamics using simple musical vocabulary or everyday language.
- Use changes in dynamics to create a soundscape that represents a natural scene.
- Turn their own descriptive phrases into a rhythm.
- Use contrast in dynamics to show the difference between two cloud types.
- Compose music that includes a clear contrast in chords.
- Create and develop a simple melody.
- Create a melody inspired by the Northern Lights.
- Combine a melody and drone with appropriate chord choices.

Pupils will acquire the following **musical skills** throughout the unit:

Listening and evaluating

- Listening and noticing relevant details with increasing independence and focusing on a range of musical features.
- Considering how the composer uses rhythm and pitch to create a mood.
- Beginning to understand how the interrelated dimensions of music work together to create contrast and mood.

Creating sound

- Adapting their playing to be loud or quiet to create contrast and add to the mood of a piece.

Improvising and composing

- Improvising or composing music to represent a stimulus and create a specific mood or atmosphere.
- Creating musical ideas whilst carefully considering rhythm, pitch and notation
- Making musical decisions to create different moods, such as choosing appropriate notes, tempo (speed) or dynamics (volume).
- Confidently developing melodic ideas, exploring different pitches and rhythms.

Performing

- Offering constructive thoughts and opinions on peer performances, using musical vocabulary and reasoning.
- Evaluating their performance by identifying strengths and suggesting next steps for improvement.
- Maintaining an individual part within a group.

Vocabulary

- chords (Y3)
- crescendo
- diminuendo
- drone (Y4)
- dynamics (Y3)
- melody (Y3)
- musical contrast (Y3)

KS2 pupils should be taught:

- 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 interrelated 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.

Year 5	Autumn 1	Autumn 2— Music in nature: Chords and melodies.	Spring 1	Spring 2— West African rhythms: Create, play and perform.	Summer 1	Summer 2— Stage and song: Storytelling through music
Spring 2— West African rhythms: Create, play and perform.						

COMING SOON

Vocabulary

KS2 pupils should be taught:

- 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 interrelated 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.

Year 5

Autumn 1

Autumn 2—
Music in nature: Chords and
melodies.

Spring 1

Spring 2—
West African
rhythms:
Create, play
and perform.

Summer 1

Summer 2—
Stage and song: Storytelling
through music

Summer 2—
Stage and song: Storytelling through music

COMING SOON

Vocabulary

KS2 pupils should be taught:

- 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 interrelated 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.

Year 6	Autumn 1- Four-chord pop: Playing in a band	Autumn 2	Spring 1— Songs that speak: Lyrics and messages	Spring 2	Summer 1- Music technology: Electronic dance music	Summer 2
Autumn 1- Four-chord pop: Playing in a band						

Pupils will acquire the following **musical knowledge** throughout the unit:

- Make connections between musical choices and shared feelings.
- Project their voices when they sing.
- Identify and explain harmony.
- Add rhythms to a bass line that build in energy.
- Add rhythms to the chord sequence and coordinate them with their group.
- Begin to use and respond to non-verbal cues.
- Maintain focus and demonstrate good stage awareness.
-

Pupils will acquire the following **musical skills** throughout the unit:

Listening and evaluating

- Listening and noticing relevant details with increasing independence and focusing on a range of musical features.
- Explaining their responses to music, using a range of musical features and personal experiences.
- Considering how the composer uses rhythm and pitch to create a mood.
- Using musical vocabulary when describing music and its effect on the listener.
- Developing an understanding of the history and social context of a diverse range of music, (e.g. samba, rap, the music of some African countries).
- Using knowledge of genre and style when talking about music they hear.

Creating sound

- Competently singing songs with an octave pitch range.
- Maintaining an independent singing part within an ensemble.
- Singing songs that include leaps (e.g. jumping between notes rather than moving by step).

- Singing melodies following a verse-chorus structure.
- Singing in harmony, maintaining an independent part with accuracy.
- Developing technique to project their voice clearly and confidently (e.g. open mouth, tall posture, facing the audience).
- Accurately pitching their voice to sing a broad range of songs with varied pitch ranges.
- Demonstrating the correct posture when singing.
- Singing with consistent clarity and control, articulating words accurately.
- Controlling breath to sustain phrases and support tone quality.
- Recognising how different playing actions change the way an instrument sounds (e.g. bouncing the beater on the glockenspiel creates a longer sound).
- Maintaining the beat on their instrument whilst being aware of other musicians.
- Beginning to play a simple pattern of chords.

Performing

- Offering constructive thoughts and opinions of peer performances, using musical vocabulary and reasoning.
- Evaluating their performance by identifying strengths and suggesting next steps for improvement.
- Giving balanced feedback relating to specific elements of the performance (e.g. 'I liked how you used a crescendo to build excitement but next time you could get faster too').
- Performing confidently and independently in time with a backing track or ensemble.
- Applying simple techniques to improve rehearsal and performance (e.g. making eye contact during a rehearsal; looking at the audience during a performance).
- Performing with stage awareness, showing confidence, focus and engagement with the audience.
- Recovering smoothly from mistakes while maintaining the flow of the performance.
- Maintaining an individual part (e.g. bass, chords, melody) within a group.
- Recognising and responding to cues within a performance to enter, stop or change sections.
- Using non-verbal communication confidently to coordinate ensemble performance, such as signalling entries, endings or changes.

Vocabulary

bass line (Y3)
 chord (Y3)
 harmony (Y4)
 lyrics (Y5)
 melody (Y3)
 structure (Y3)
 tempo (Y4)
 unison (Y5)

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Year 6	Autumn 1- Four-chord pop: Playing in a band	Autumn 2	Spring 1— Songs that speak: Lyrics and messages	Spring 2	Summer 1- Music technology: Electronic dance music	Summer 2
Spring 1— Songs that speak: Lyrics and messages Pupils will acquire the following musical knowledge throughout the unit: - Analyse lyrics to help them identify the message of a song. - Identify techniques songwriters use to communicate messages. - Write rhyming lyrics that communicate a clear message. - Use accented beats to emphasise important words within their lyrics. - Begin to play a four-chord sequence as an accompaniment to lyrics. - Keep a steady beat whilst playing a four-chord sequence. - Rehearse their part in a performance and make changes based on feedback. - Give feedback to other groups using given criteria. - Maintain an individual part within a group. - Offer constructive feedback on peer performances. Pupils will acquire the following musical skills throughout the unit: Listening and evaluating To know: Different styles of music follow different structures. - Contrast is created by changing elements, such as dynamics, tempo or instruments. - New musical styles are always developing, often inspired by existing styles. - Music is shaped by historical and social influence. Inter-related dimensions To know: - Rhythms can be organised into bars and different time signatures. - Musical styles often follow particular structures. <u>Vocabulary</u> 4/4 time (Y5) accented beats (Y6) accompaniment (Y6) chorus (Y5) expression (Y6)						

lyrics (Y5)
structure (Y3)
verse (Y5)

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Year 6	Autumn 1- Four-chord pop: Playing in a band	Autumn 2	Spring 1— Songs that speak: Lyrics and messages	Spring 2	Summer 1- Music technology: Film soundtracks	Summer 2
Summer 1- Music technology: Film soundtracks						
COMING SOON						
<u>Vocabulary</u>						

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