



Music Curriculum Overview



*In line with 2014 National Curriculum



INTENT

What is meant to be learnt

- Knowledge and **skills** that pupils need in order to take advantage of opportunities and experiences.
- The curriculum remains as broad as possible.
- The curriculum reflects school's local environment.
- Have clear start and end goals, showing a clear progression of **skills**.
- Leaders adopt or construct an ambitious curriculum designed to give all pupils the knowledge to succeed in life.



IMPLEMENTATION

How you plan to meet the intent

- Teachers have a good knowledge of subjects that they teach. If they do not, they are supported to address the gaps in their knowledge.
- Teacher ensure that pupils embed **key concepts** into their long term memory and can apply them fluently.
- Lessons are sequenced so that new knowledge and skills build on what has been taught before.
- The work given to pupils is demanding and matches the aims of the curriculum.



IMPACT

How effective implementation was

- Pupils develop detailed knowledge and skills across the curriculum and as a result achieve well.
- Pupils are ready for the next stage of education, employment or training.
- Pupils' work across the curriculum is of good quality.



INTENT

What is meant to be learnt

At Belmont Primary School we enable children to understand musical concepts through a repetition-based approach to learning. Learning about the same musical concept through different musical activities enables a more secure, deeper learning and mastery of musical skills. The national curriculum for music aims to ensure that all pupils:

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

In line with the curriculum for music and guidance from Ofsted, this Scheme (Charanga) moves away from the previous levels and learning objective/outcome concepts to an integrated, practical, exploratory and child-led approach to musical learning. Ofsted have stated that "We will not always know the learning outcomes" so segregated learning objectives at the start of each lesson are not appropriate. Instead the interrelated dimensions of music weave through the units to encourage the development of musical skills as the learning progresses through listening and appraising, differing musical activities (including creating and exploring) and performing.



Key stage 1

Pupils should be taught to:

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




Key Stage 2

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

Pupils should be taught to:

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




IMPLEMENTATION

How you plan to meet the intent

Year EYFS Music implementation - Key Concepts
 The key concepts of Music in EYFS:: Find and share pulse ideas, clap and play rhythm and melodic patterns, high and low sounds.

In EYFS Music is taught in response to topics covered over 2 cycles						
Cycle1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Ourselves	People Who Help Us and Christmas	Homes and Chinese New Year	Eggs and New Life	Night and Day	At the Seaside
Cycle 2	Traditional Tales	Divali and Christmas	Snow & Ice	Africa (& 'Around the World' in FS1)	In the Garden	Journeys

Topic Specific Vocabulary					
These key words are repeated throughout all of the EYFS units	Pulse, rhythm, pitch, high sounds, low sounds, tempo, perform, rap, unison.				

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Listen and Respond	Explore and Create	Singing	Share and Perform
<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • To know the stories of some of the nursery rhymes. • To know that we can move with the pulse of the music. • To know that the words of songs can tell stories and paint pictures. <p><u>Skills</u></p> <ul style="list-style-type: none"> • To learn that music can touch your feelings. • To enjoy moving to music by dancing, marching, being animals or Pop stars. 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • To know that we can move with the pulse of the music. • To know that the words of songs can tell stories and paint pictures. <p><u>Skills</u></p> <p>There are progressive Music Activities within each unit that embed pulse, rhythm and pitch.</p>	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • To sing or rap nursery rhymes and simple songs from memory. • Songs have sections. <p><u>Skills</u></p> <ul style="list-style-type: none"> • To sing along with a pre-recorded song and add actions. • To sing along with the backing track. 	<p><u>Knowledge</u></p> <ul style="list-style-type: none"> • A performance is sharing music. <p><u>Skills</u></p> <ul style="list-style-type: none"> • Perform any of the nursery rhymes by singing and adding actions or dance. • Perform any nursery rhymes or songs adding a simple instrumental part. • Record the performance to talk about.



IMPACT

How effective implementation was

Music Impact EYFS	
Key Concept	Meeting Expectation
Singing	I can sing a repertoire of songs
Pulse	I can find and tap out the pulse
Rhythm	Begin to move rhythmically (feel the beat!) Tap out simple repeated rhythms
Listen and respond	Start and stop following visual cues

Year 1 and 2 Music implementation - Key Concepts

The key concepts of Music at Belmont are: pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation. These dimensions are at the centre of all the learning.



In Year 1 Music is taught in the following sequence:					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Hey You! - a Hip Hop song for children.	Rhythm In The Way We Walk and Banana Rap	In The Groove by Joanna Mangona - an easy-to-learn song that demonstrates different styles of music.	Round And Round All the learning is focused around one song: Round And Round, a Bossa Nova Latin style.	Your Imagination	Reflect, Rewind and Replay Consolidation
Topic Specific Vocabulary Y1					
These key words are repeated throughout all of the Year 1 units Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, audience, imagination dynamics.					
In Year 2 Music is taught in the following sequence:					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Hands, Feet, Heart	Ho, Ho, Ho!	I Wanna Play in a Band	Zootime A Reggae Song for Children	Friendship This is a song about being friends.	Reflect, Rewind and Replay Consolidation

Vocabulary Y2
These key words are repeated throughout all of the Year 2 units Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, audience, imagination dynamics, tempo .



Year 1 Key Concepts and Skills

These key concepts and knowledge will be taught and reinforced through the development of these specific skills. These skills will be built as children progress through school.

Singing	Listen and Appraise	Musicianship skills KS1 Pulse, Rhythm, Pitch, Notation	Composing skills
<p>Sing songs, speak chants and rhymes</p> <p>Sing songs with a small range so-mi and then slightly wider including pentatonic</p> <p>Sing a wide range of call and response songs</p> <p>Develop awareness of high/low</p>	<p>Listen for different sounds in music</p> <p>Move to different music</p> <p>Develop pupils' understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing</p>	<p>Walk, move or clap a steady beat with others</p> <p>Maintain a steady beat with instruments</p> <p>Copy and perform short rhythm patterns and word pattern chants</p> <p>Follow pictures and symbols to guide singing and playing e.g. dots</p>	<p>Explore how sounds can be made using instruments to create musical sound effects</p> <p>Explore percussion sounds to enhance storytelling including high/low</p>



Year 2 Key Concepts and Skills			
These key concepts and knowledge will be taught and reinforced through the development of these specific skills. These skills will be built as children progress through school.			
Singing	Listen and Appraise	Musicianship skills KS1 Pulse, Rhythm, Pitch, Notation	Composing skills
<p>Sing songs regularly with a pitch range of do-so</p> <p>Sing songs with a small pitch range, pitching accurately</p> <p>Know the meaning of dynamics and tempo and respond to directions/symbols</p> <p>Play singing games using the so-mi interval</p> <p>Respond to pitch changes with actions</p>	<p>Describe what they can hear (e.g. different instrument sounds)</p> <p>Use vocabulary high/low, loud/quiet, fast/slow</p> <p>Develop pupils' understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing</p>	<p>Understand that the speed of the beat can change</p> <p>Mark the beat of a listening piece, recognizing changes in tempo</p> <p>Begin to group beats in twos and threes and identify these in familiar music</p> <p>Play copycat rhythms</p> <p>Create rhythms using word phrases</p> <p>Use stick notation including crotchets, crotchet rests and quavers</p> <p>Recognize dot notation and match it to three note tunes</p>	<p>Create music in response to a non-musical stimulus e.g. a storm/race/rocket launch</p> <p>Work with a partner to improvise simple question and answer phrases to play on untuned percussion</p> <p>Use graphic symbols, dot notation and stick notation as appropriate to keep a record of composed pieces</p>




IMPACT

How effective implementation was

Music Impact Year 1	
Key Concept	Meeting Expectation
Singing	<ul style="list-style-type: none"> • Develop an awareness of pitch • Sing songs with a small range mi-so and then slightly wider including pentatonic
Listening	<ul style="list-style-type: none"> • Listen for different sounds in music • Move to different music
Musicianship	<ul style="list-style-type: none"> • Walk, move or clap a steady beat with others • Maintain a steady beat with instruments • Follow pictures and symbols to guide singing and playing e.g. dots
Composing	<ul style="list-style-type: none"> • Explore percussion sounds to enhance storytelling including high/low
Music Impact Year 2	
Key Concept	Meeting Expectation
Singing	<ul style="list-style-type: none"> • Sing songs regularly with a pitch range of do-so
Listening	<ul style="list-style-type: none"> • Describe what they can hear (e.g. different instrument sounds) • Use vocabulary high/low, loud/quiet, fast/slow

Musicianship	<ul style="list-style-type: none"> • Mark the beat of a listening piece, recognizing changes in tempo • Begin to group beats in twos and threes and identify these in familiar music • Recognize dot notation and match it to three note tunes
Composing	<ul style="list-style-type: none"> • Create melodies with a given key (example: C Pentatonic), as a class or in small groups to illustrate a story, or to enhance a song.



IMPLEMENTATION

How you plan to meet the intent

Year 3 and 4 Music implementation - Key Concepts

The key concepts of Music at Belmont are:
 All musical learning in this scheme is built around the Interrelated Dimensions of Music: pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation. These dimensions are at the centre of all the learning.

In Year 3 Music is taught in the following sequence:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Let Your Spirit Fly	Glockenspiel Stage 1 Learning basic instrumental skills	Three Little Birds Reggae	The Dragon Song	Bringing Us Together Disco	Reflect, Rewind and Replay Consolidation



R&B, Western Classical, Musicals, Motown, Soul	by playing tunes in varying styles		A little bit funky and music from around the world		
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Year 3 Vocabulary
 Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco.

In Year 4 Music is taught in the following sequence:

Mamma Mia	Glockenspiel Stage 2	Stop	Lean On Me	Blackbird	Reflect, Rewind and Replay Consolidation
Abba	Learning basic instrumental skills by playing tunes in varying styles	Grime, Classical, Bhangra, Tango, Latin Fusion	Gospel	Early British Pop (The Beatles)	

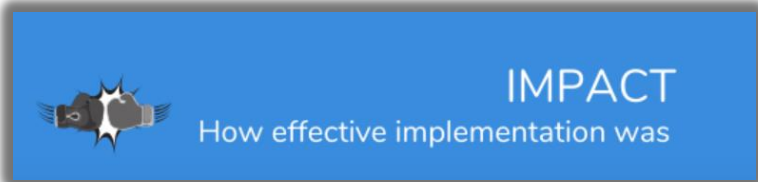
Year 4 Vocabulary
 Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality.



Year 3 Key Concepts and Skills			
These key concepts and knowledge will be taught and reinforced through the development of these specific skills. These skills will be built as children progress through school.			
Singing	Listen and Appraise	Musicianship KS2 Performing	Composition
<p>Sing a widening range of unison songs with a pitch range of do-so</p> <p>Perform actions confidently and in time</p> <p>Walk, move or clap the steady beat with others, changing the speed as the tempo changes</p>	<p>Listen to and describe recorded music describing instruments used.</p> <p>Listen to examples of fast (allegro), and slow (adagio) music using word pulse.</p> <p>Describe music as loud (forte) or quiet (piano)</p> <p>Listen for examples of unison music and layered harmonic music and music with a drone.</p> <p>Describe music and high or low, rising or falling.</p> <p>Describe simple structure eg different sections of music and repetition.</p> <p>Develop pupils' understanding of the stories, origins, traditions, history and social context of the</p>	<p>Develop facility in playing tuned percussion or a melodic instrument. Play and perform melodies following notation using a small range</p> <p>Use listening skills to correctly order phrases using dot notation</p> <p>Copy stepwise melodic phrases with accuracy at different speeds</p> <p>Introduce the stave, lines and spaces, and clef</p> <p>Understand crotchets and paired quavers</p> <p>Apply word chants to rhythms</p>	<p>Develop improvisation skills and invent short on-the-spot responses using a limited note range</p> <p>Structure musical ideas to create music that has a beginning, middle and end</p> <p>Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do re mi)</p> <p>Compose song accompaniments on tuned and untuned percussion using known rhythms and note values</p>




	music they are listening to, singing and playing		
<p>Year 4 Key Concepts and Skills These key concepts and knowledge will be taught and reinforced through the development of these specific skills. These skills will be built as children progress through school.</p>			
Singing	Listen and Appraise	Musicianship KS2 Performing	Composition
<p>Sing a broad range of unison songs with the range of an octave</p> <p>Sing rounds and partner songs in different time signatures</p> <p>Perform a range of songs (which could be in school assemblies to other classes, or groups within own class)</p>	<p>Describe/compare different kinds of music listening for instruments used - including rounds, partner songs and duets.</p> <p>Listen for/describe examples of music getting faster (accelerando) getting slower (rallentando), getting louder (crescendo) and getting softer (decrescendo),</p> <p>Describe music as legato (smooth) or staccato (detached)</p> <p>Experience major, minor, pentatonic tonality.</p> <p>Develop pupils' understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing</p>	<p>Develop facility in the basic skills of a selected musical instrument over a sustained learning period.</p> <p>Play and perform melodies following notation using a small range</p> <p>Perform in two or more parts (eg melody and accompaniment) from simple notation. Identify static and moving parts</p> <p>Copy short melodic phrases</p> <p>Understand minims, crochets, paired quavers and rests</p> <p>Read and perform pitch notation within a defined range</p>	<p>Improvise and compose on a limited range of pitches on the instrument they are now learning (Glockenspiel)</p> <p>Begin to make decisions about the overall structure</p> <p>Sing and play these as self standing compositions</p>



Music Impact Year 3	
Key Concept	Meeting Expectation
Singing	<ul style="list-style-type: none"> • Sing a widening range of unison songs with a pitch range of do-so
Listening	<ul style="list-style-type: none"> • Listen to and describe recorded music describing instruments used. • Listen to examples of fast (allegro), and slow (adagio) music using word pulse. • Describe music as loud (forte) or quiet (piano)
Musicianship	<ul style="list-style-type: none"> • Develop facility in playing tuned percussion or a melodic instrument. Play and perform melodies following notation using a small range
Composing	<ul style="list-style-type: none"> • Develop improvisation skills and invent short on-the-spot responses using a limited note range • Structure musical ideas to create music that has a beginning, middle and end • Compose song accompaniments on tuned and untuned percussion
Music Impact Year 4	
Key Concept	Meeting Expectation
Singing	<ul style="list-style-type: none"> • Sing a broad range of unison songs with the range of an octave
Listening	<ul style="list-style-type: none"> • Listen for/describe examples of music getting faster (accelerando) getting slower (rallentando), getting louder (crescendo) and getting softer (decrescendo),



	<ul style="list-style-type: none"> Describe music as legato (smooth) or staccato (detached)
Musicianship	<ul style="list-style-type: none"> Play and perform melodies following notation using a small range
Composing	<ul style="list-style-type: none"> Improvise and compose on a limited range of pitches on the instrument they are now learning (Glockenspiel)



IMPLEMENTATION

How you plan to meet the intent

<p>Year 5 and 6 Music implementation - Key Concepts</p> <p>The key concepts of Music at Belmont are: All musical learning in this scheme is built around the Interrelated Dimensions of Music: pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation. These dimensions are at the centre of all the learning.</p>

In Year 5, Music is taught in the following sequence:					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Livin' On A Prayer	Classroom Jazz 1	Video and song project Climate Change - The Time is Now		Freedom to Improvise	Composition based on History: WW1

*In line with 2014 National Curriculum



Year 5 Vocabulary

Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody.

In Year 6, Music is taught in the following sequence:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit: Classroom Jazz 2 (Learning to play glockenspiel)		Video and song project It's Okay (Please Just Say) Mental Well-being		Once Upon a Tune Art based listening SNO	Y6 End of year performance

Year 6 Vocabulary

style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony.



Year 5 Key Concepts and Skills

These key concepts and knowledge will be taught and reinforced through the development of these specific skills. These skills will be built as children progress through school.

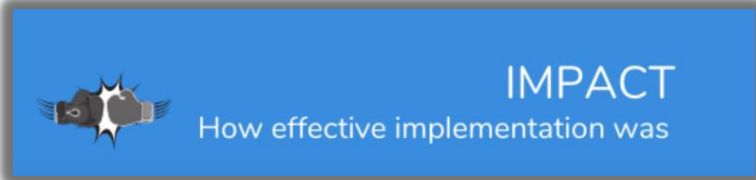
Singing	Listen and Appraise	Musicianship KS2 Performing	Composition
<p>Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance</p> <p>Sing three-part rounds, partner songs and songs with a verse and chorus.</p> <p>Perform a range of songs in - school performance opportunities</p>	<p>Listen for layers of sound and how they create an effect - music in 3 parts and music in 4 parts.</p> <p>Experience playing techniques and effects, for example pizzicato (e.g. mysterious) and tremolo (e.g. dark and expectant).</p> <p>Listen for triads and chord progressions</p> <p>Listen to diatonic scales in different keys.</p> <p>Develop pupils' understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing</p>	<p>Play melodies on tuned percussion, melodic instruments or keyboards, following notation written on one staff and using notes within the C-C' range.</p> <p>Perform a range of pieces as part of a mixed ensemble</p> <p>Develop the skill of playing by ear</p> <p>Understand semibreves, minims, crotchets and crotchet rests, pair quavers and semiquavers</p>	<p>Improvise freely over a drone using tuned percussion and melodic instruments</p> <p>Improvise over a simple groove, responding to the beat and using dynamics</p> <p>Compose melodies</p> <p>Working in pairs or small groups, compose a short ternary piece</p>



Year 6 Key Concepts and Skills

These key concepts and knowledge will be taught and reinforced through the development of these specific skills. These skills will be built as children progress through school.

Singing	Listen and Appraise	Musicianship KS2 Performing	Composition
<p>Sing a broad range of songs, including those that involve syncopated rhythms, with a sense of ensemble and performance</p> <p>Continue to sing three and four part rounds or partner songs, and experiment with positioning singers randomly rather than in discrete parts</p> <p>Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience</p>	<p>Listen to different styles/genres of music for Instruments used and</p> <p>Experience ternary form, verse and chorus form, music with multiple sections</p> <p>Experience simple time, compound time and syncopation</p> <p>Wider range of dynamics including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet)</p> <p>Develop pupils' understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing</p>	<p>Play a melody, making decisions about dynamics</p> <p>Engage with others through ensemble playing with pupils taking on melody or accompaniment roles</p>	<p>Extend improvisation skills through working in small groups to:</p> <p>Create music with multiple sections that include repetition and contrast</p> <p>Extend improvised melodies beyond 8 beats over a fixed groove</p> <p>Plan, compose and play an 8 or 16 beat melodic phrase using the pentatonic scale and incorporate rhythmic variety.</p> <p>Compose a ternary piece</p>



Music Impact Year 5	
Key Concept	Meeting Expectation
Singing	<ul style="list-style-type: none"> Perform a range of songs in school performance opportunities
Listening	<ul style="list-style-type: none"> Listen for layers of sound and how they create an effect - music in 3 parts and music in 4 parts. Experience playing techniques and effects, for example pizzicato (e.g. mysterious) and tremolo (e.g. dark and expectant).
Musicianship	<ul style="list-style-type: none"> Play melodies on tuned percussion, melodic instruments or keyboards, following notation written on one staff and using notes within the C-C' range. Perform a range of pieces as part of a mixed ensemble
Composing	<ul style="list-style-type: none"> Improvise over a simple groove, responding to the beat and using dynamics Compose melodies Working in pairs or small groups, compose a short ternary piece
Music Impact Year 6	
Key Concept	Meeting Expectation

*In line with 2014 National Curriculum



Singing	<ul style="list-style-type: none">• Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience
Listening	<ul style="list-style-type: none">• Listen to different styles/genres of music for Instruments used• Experience ternary form, verse and chorus form, music with multiple sections
Musicianship	<ul style="list-style-type: none">• Engage with others through ensemble playing with pupils taking on melody or accompaniment roles
Composing	<ul style="list-style-type: none">• Extend improvised melodies beyond 8 beats over a fixed groove• Plan, compose and play an 8 or 16 beat melodic phrase using the pentatonic scale and incorporate rhythmic variety.