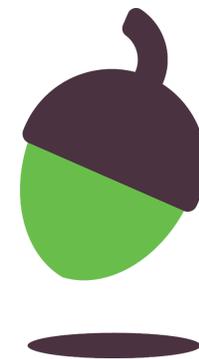


Music

Primary: EYFS, Key Stage 1, Key Stage 2

Curriculum plan 2020-21



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1. Curriculum Principles

Our curricula builds on the National Curriculum for Music and specifically aims to equip pupils with the knowledge and skills that will enable them to:

- Be inducted into the powerful cultural knowledge associated with music.
- Discover and develop their performing skills to a level of proficiency that enables them to participate in social music making activities.
- Use improvisation to unlock creative potential and musical identity/individuality.
- Gain a deeper understanding and appreciation of the music they engage with through systematic analysis and reflection.

Coherence and flexibility

Our approach to teaching in the EYFS integrates formal and free-flow learning to unlock imagination and creativity. From Key Stage 1 onwards, activities that stimulate more conscious learning are phased in, introducing pupils to the building blocks of music that shape the world around them. Units are considered and connected, and primarily last for half a term to allow pupil's understanding to be secured.

A number of these units can be taught out-of-sequence to allow them to complement schools' existing curricula.



Knowledge organisation

As such we have created a pathway that progressively builds pupils' **musical understanding**, through the development of knowledge (music thinking: knowing 'about') and skills (music making: knowing 'how to') in context. **Knowledge** is broken down into the inter-related dimensions of music : structure, pitch and melody, harmony and tonality, texture, tempo, metre and rhythm, dynamics and articulation, and sonority (performing forces and playing techniques). **Skills** are broken down into performing, composing and critical listening. In addition, pupils will grow their knowledge of the **context** in which the music with which they engage was created and performed. Crucially, it is this combination of knowledge and skills with a growing awareness of context which drives pupils' musical understanding, and their ability to engage creatively.

Knowledge selection

In the EYFS and primary curricula, the voice is at the heart of musical learning. For us, musical learning begins with the voice, and throughout our curriculum pupils develop their musicianship through singing activities that offer increasing levels of challenge and complexity.

Units include music from a range of musical periods, genres, styles and traditions and this facilitating knowledge helps us to introduce, build and deepen musical understanding (knowledge and skills).

Musical Understanding

The emphasis of our music curriculum is the development of children's musical understanding. Children experience music in an integrated manner through creative, practical and engaging activities in which they are provided the



opportunities to explore and control sound and musical processes. Their musical understanding develops progressively over time.

Stage	Key Learning
EYFS	Children experience and respond to sound to unlock imagination and creativity; provides the starting point for the progression of musical learning.
Children recognise and explore...	
KS1	... how sounds can be made, changed and organised.
LKS2	... the way the sounds can be combined and used expressively.
UKS2	... how musical ideas relate to each other within musical structures and how different parts fit together.

Inclusive and ambitious

We recognise that our curriculum needs to meet the needs and breadth of all pupils who will come from a variety of cultures and backgrounds with different levels of experience and interests.

The music curriculum aims to ensure that all pupils:

- Have access to high quality musical experiences that deliver life-enhancing benefits through curriculum and adopt habits and behaviours that foster a respectful and joyful community.
- Experience a knowledge-led curriculum where they leave lessons gaining new knowledge and the ability to retain it.



2. Subject structure overview

Units in italics are under development and will be made available during the year

Year group	Unit title	Length of unit	Prior knowledge required
EYFS			
Unit 1	All about me	6 lessons	None
Unit 2	Journeys and adventures	6 lessons	None
Unit 3	Out and about	6 lessons	None
Unit 4	Growth	6 lessons	None
Unit 5	Habitats	6 lessons	None
<i>Unit 6</i>	<i>Out of this world</i>	<i>7 lessons</i>	<i>None</i>
Year 1			
Unit 1	Pulse	6 lessons	Moved to music with a strong pulse
Unit 2	Timbre	6 lessons	None
Unit 3	Rhythm	6 lessons	Understanding of turn taking
<i>Unit 4</i>	<i>Pitch</i>	<i>6 lessons</i>	<i>Begun to recognise and control pitch with their voices</i>
<i>Unit 5</i>	<i>Contrasts</i>	<i>6 lessons</i>	<i>Begun to understand the concept of opposite</i>
<i>Unit 6</i>	<i>Musical processes</i>	<i>7 lessons</i>	<i>To be familiar with the story</i>
Year 2			
Unit 1	Pulse and Metre	6 lessons	Moved to music with a strong pulse



Unit 2	Tempo, Dynamics, Timbre	6 lessons	None
Unit 3	Rhythm	6 lessons	Understanding of turn taking
<i>Unit 4</i>	<i>Pitch</i>	<i>6 lessons</i>	<i>Sung a range of songs</i>
<i>Unit 5</i>	<i>Timbre</i>	<i>6 lessons</i>	<i>Have experience of unpitched instruments</i>
<i>Unit 6</i>	<i>Musical processes</i>	<i>7 lessons</i>	<i>Familiarity with storytelling</i>
Year 3			
Unit 1	Pulse and Metre	6 lessons	Moved to music with a strong pulse
Unit 2	Timbre	6 lessons	None
Unit 3	Rhythm	6 lessons	Copied and created short rhythmic patterns
<i>Unit 4</i>	<i>Pitch</i>	<i>6 lessons</i>	<i>Sung a range of songs</i>
<i>Unit 5</i>	<i>Structure</i>	<i>6 lessons</i>	<i>None</i>
<i>Unit 6</i>	<i>Musical processes</i>	<i>7 lessons</i>	<i>Familiarity with poetry</i>
Year 4			
Unit 1	Pulse and Metre	6 lessons	Moved to music with a strong pulse
Unit 2	Timbre	6 lessons	Recognise a drumkit
Unit 3	Rhythm	6 lessons	Copied and created short rhythmic patterns
<i>Unit 4</i>	<i>Pitch</i>	<i>6 lessons</i>	<i>Sung a range of songs</i>
<i>Unit 5</i>	<i>Structure</i>	<i>6 lessons</i>	<i>None</i>
<i>Unit 6</i>	<i>Musical processes</i>	<i>7 lessons</i>	<i>Familiarity with art, drawing,</i>
Year 5			
Unit 1	Duration	6 lessons	Developed their skills and understanding through activities in previous key Stages
Unit 2	Timbre	6 lessons	



Unit 3	Rhythm	6 lessons	
Unit 4	Tonality	6 lessons	
Unit 5	Structure	6 lessons	
Unit 6	Beat, pulse, rhythm, structure	7 lessons	Used their voice in different ways
Year 6			
Unit 1	Metre	6 lessons	Developed their skills and understanding through activities in previous key Stages
Unit 2	Harmony	6 lessons	
Unit 3	Rhythm	6 lessons	
Unit 4	Texture	6 lessons	
Unit 5	Structure	6 lessons	
Unit 6	Structure, pitch, rhythm, beat	7 lessons	Sing a range of songs in different styles



Knowledge selection

Early Years Learning Goals

The EYFS Music curriculum supports the Early Years Foundation Stage Goals in Prime and Specific areas, in particular the Expressive Arts and Design ELGs as demonstrated below:

ELG 16	<p>Exploring and using media and materials: Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, they...</p> <ul style="list-style-type: none">• Begin to build a repertoire of songs and dances.• Imitate movement in response to music.• Begin to move rhythmically.• Enjoy joining in with dancing and ring games.• Tap out simple repeated rhythms• Explore the different sounds of materials and instruments.
ELG 17	<p>Being imaginative: Children represent their own ideas, thoughts and feelings through art, music, dance, role play and stories, they...</p> <ul style="list-style-type: none">• Use movement to express feelings.• Capture experiences and responses with a range of media, such as dance and music• Create movement in response to music.• Play alongside other children who are engaged in the same theme.



KS1 and KS2

The core knowledge covered in our primary units is set out in the table below:

Interrelated dimensions of Music	Recognise & Respond		Identify and distinguish		Extend and Consolidate	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Structure Repetition & Contrast	Call and echo Call and response Cumulative Repetition	Repetition Ostinato	Repetition Ostinato Rounds Drone	Repetition Ostinato Rounds	Repetition Call and response Ostinato/riffs Cyclic	Repetition Song Structure
		Contrast Introduction Beginning Middle End	Contrast Partner songs Binary form (AB)	Contrast Ternary form ABA	Contrast Verse and chorus Canon	Contrast AAB Verse/chorus Question and answer
Pitch: Melody High & low	Pitch High, low	Pitch Higher, lower Melodic shape	Pitch Pentatonic scale	Pitch Octave range	Harmony 2-3-part harmony	Harmony 2- 3-part harmony Primary Triads
Harmony and tonality	Movement Repeat	Movement Repeat	Movement Step, jump	Movement Step, jump, leap	Tonality Major Minor	Tonality Blues scale
	Shape High/low	Shape Getting higher/lower	Shape Rising/falling Repeated notes	Shape Ascending/ descending Repeated notes		



Texture Thick & thin	Unison One sound leading to many sounds	Melody Accompaniment	Unison Solo Melody	Unison Solo Melody	Accompaniment Layers Ostinato Polyphonic	Melody & Accompaniment Layers Ostinato Polyphonic
Tempo, metre and duration Fast & slow Long & short	Pulse/heartbeat	Tempo Getting faster getting slower	Distinguish between pulse/rhythm	Time signature 4/4 time Bar, Bar line	2, 3 and 4 metre Offbeat/ onbeat Polyrhythm	Complex time signature Syncopation
	Duration Long and short sounds Rhythm	Rhythm Crotchet Quaver Minim	Time signature 4/4 time Bar, Bar line	Rhythm Crotchet Quaver Minim		
	Tempo Fast/slow	Crotchet rest Semiquavers	Rhythm Crotchet Quaver Minim Semibreve Crotchet rest Semiquavers	Semibreve Crotchet rest Semiquavers		
	Rhythm Crotchet Quaver Crotchet rest					
Dynamics and articulation Loud & quiet Smooth & detached	Loud Quiet Silence	Getting louder Getting quieter Very loud Very quiet	Moderately loud Moderately quiet Legato/staccato	Moderately loud Moderately quiet Legato/staccato	Sudden changes in volume Accent	Sudden changes in volume Accent
Sonority (Playing forces & playing techniques) Instruments	Voice Vocal sounds Environmental sounds	How sounds are produced Shake Hit Scrape Tap	Body Percussion Percussion instruments		Non-western instruments	



		Blow Properties Wooden Metal Skinned String		
		Body Percussion Unpitched percussion		



Context

Pupils will expand their knowledge and understanding of the cultural and contextual significance of the musical styles and genres that they engage with in their lessons. The repertoire draws from both Western Classical Music and beyond and includes music from the following areas of the world:

- The African Continent
- The British Isles
- The Caribbean
- China
- Europe
- India
- Japan
- North America
- South America



3. Suggested sequence

EYFS

- The units can be taught to match the order in which these topics are taught in each individual school.

KS1 and KS2

1. Teach the Pulse/Duration unit first. The ability to maintain a steady beat is a primary and essential musical skill in the development of musicianship and forms the foundation upon which all the other musical elements are built upon.
2. Teach the Rhythm unit before Pitch/Harmony as the development of rhythmic skills needs to be prepared before developing a sense of pitch or harmony before instrumental practice.

The creative stimulus unit is best placed at the end of the year as it will draw together the musical concepts taught in the preceding units.



4. Unit specifics

Units in italics still under development and will be made available during the year

EYFS	All about me Me and my friends Me and my school	Journeys and Adventures Transports, Around the world, Pirates	Out and about Exploring the environment outside and the people we meet	Growth The garden, Mini-beasts and Jack and Beanstalk	Habitats The animals of farm and tropical rainforest habitats	<i>Out of this world</i> <i>Exploring Space and under the Sea.</i>
Year 1	Exploring Pulse Finding and responding to the heartbeat of Music	Exploring the Voice Using the voice in different ways	Exploring Rhythm Understanding the relationship between rhythm and words	<i>Exploring Pitch</i> <i>Recognising and responding to high and low sounds.</i>	<i>Musical Opposites</i> <i>Opposites in duration, tempo. Pitch and dynamics</i>	<i>The Gruffalo</i> <i>Creatively exploring sounds, within a given context</i>
Year 2	Exploring Pulse and Metre Maintaining the pulse and exploring different metres	The Expressive Elements Gradual changes in dynamics and tempo	Exploring Rhythm Differentiating between rhythm and pulse	<i>Exploring Pitch</i> <i>Recognising and responding to changes in pitch shape</i>	<i>Exploring Sound Sources</i> <i>different sound sources and how sound is produced</i>	<i>Non-musical stimulus Literature</i> <i>Creatively exploring sounds, within a given context</i>
Year 3	Developing Pulse and Metre Exploring time signatures	Exploring Sound Sources Body percussion	Developing Rhythm Improvising rhythm patterns and read rhythmic notation	<i>Developing Pitch</i> <i>The Pentatonic scale (5-notes)</i>	<i>Repetition and Contrast</i> <i>Simple structures used to organise musical sound</i>	<i>Non-musical stimulus- poetry</i> <i>Exploring how sounds can be combined and used expressively</i>



Year 4	Developing Pulse and Metre Exploring time signatures	Exploring Sound Sources Exploring percussion	Developing Rhythm Improvising rhythm patterns and read rhythmic notation	Developing Pitch <i>The Octave Scale</i> <i>Melodies</i>	Repetition and Contrast <i>Simple structures used to organise musical sound</i>	Non-musical stimulus Visual <i>Exploring how sounds can be combined and used expressively</i>
Year 5	Exploring Duration Exploring on beat and off beat rhythms	Exploring Sound Sources Body percussion Junk percussion	Rhythmic Cycles Exploring rhythms of non-western world music	Understanding Tonality <i>Major/minor</i>	Understanding Structure <i>Accompaniment and layers</i>	Composing a Rap/beatbox <i>Exploring Hip hop to compose our own Rap lyrics</i>
Year 6	Exploring Metre Exploring complex time signatures	Understanding Harmony Introduction to Chords and triads Singing in harmony	Exploring Rhythm Exploring syncopation in non-western music	Exploring Texture <i>Melody and accompaniment</i>	Understanding Structure <i>Exploring different ways music can be organised</i> <i>Song structure</i>	Song writing <i>The role of lyric writing in expressing mood and attitude in songs</i>

